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ABSTRACT

This document, which is designed for practitioners involved in the vocational education/rehabilitation of incarcerated adults, contains materials to facilitate replication of the Rock County Education and Criminal Additions Program (RECAP), a comprehensive, integrated training/rehabilitation program that was developed and implemented through the joint efforts of Blackhawk Technical College and Rock Country Jail in Wisconsin. The following items are included: statement of the partnership's philosophy; summary of RECAP activities (project report, final 3-year evaluation, dissemination brochure, and program outlines); course outlines used in the program's basic skills education and vocational/job-related training components; competency certificates awarded to graduates of programs in seven trades; handbook of the program's Secretary's Commission on Achieving Necessary Skills (SCANS) 509 high school equivalency component; RECAP handbook; suggested procedures for establishing/using advisory committees; treatment information used in group counseling efforts; operational policies and procedures; recruitment and retention methods and materials; job descriptions and lists of required tasks of basic skills instructors and staff; program accountability/reporting forms; and information about RECAP's community service component. (MN)

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ED 398 353

RECAP

Rock County Education and Criminal Addictions Program

PROGRAM MANUAL

Prepared to be of Assistance
in Program Replication

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Program Partners:

Blackhawk Technical College
Rock County Sheriff's Department
Rock Valley Correctional Programs
from Janesville, WI

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Blackhawk Technical College received a grant from the Department of Education, Cooperative Demonstration Program Correctional Education for a total of $252,695 each year for three years, of which 65% is Federal funds and the remaining 35% is funded by in-kind contributions by Blackhawk Technical College, Rock County Sheriff's Department and Rock Valley Correctional Programs, Inc. The partners provide equal opportunity in employment and programming.

CE070879

To Ron Loveland, Phil Bontwell and Bill Rankin

Acknowledgments

The undertaking of a project such as RECAP requires the vision and support of many to begin, let alone maintain, such an endeavor. Former Sheriff Joe Black and then Commander Ron Loveland and current Sheriff Howard Erickson, Chief Deputy Jeff Tollefson and Commander Barbara Barrington gave daily, as well as concept support. The encouragement of Dr. James Catania, President of Blackhawk Technical College, to seek the means to make the RECAP vision a reality is both acknowledged and appreciated. The cheerful and ongoing expertise of Gail Schwartz, Richard Smith and Carolyn Fuqua from the Department of Education is valued. The good natured council of Dan Jarosik and Dr. Sorensen from the Center in Education and Work was of great help. Daily assistance of jail staff and probation agents and the unstinting assistance given by the County Administrator's office have insured an ongoing program. The RECAP Advisory Committee and county, state and national elected officials continue to provide interest, expertise and support. The RECAP and RECAP/Beta staff express deep appreciation to all those listed and to those not listed for the opportunity to provide the RECAP program.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

February 12, 1996

Dear Ms. Bagley:

Congratulations on the publication of these materials which will help make other practitioners aware of the important collaboration between Blackhawk Technical College and the Rock Co. Jail.

RECAP Alpha and Beta represent the sort of comprehensive, integrated programming that meets participants' varied needs and will allow them to function effectively upon their release. As jail populations across the country grow, it is exciting to know that smaller, local institutions can provide the sort of high-quality, multifaceted educational experiences that have traditionally been found only in large, State-run facilities. The degree of cooperation between programming and correctional staff, and the continuum of care it allows, can serve as a model that The Office of Correctional Education feels has the potential to be replicated in jail and prison settings throughout the Nation.

Best wishes for success in your endeavors.

Sincerely,

Carolyn Fuqua
Office of Correctional Education
U.S. Department of Education

600 INDEPENDENCE AVE., S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

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As instruction progressed it became evident that a form of high school equivalency that was relevant to vocational instruction and work experience was needed. The SCANS 509, based on the Secretary of Labor's recommendations, was prepared and implemented to meet this need. The SCANS 509 is all competency based and is recognized as a high school equivalency program by the State of Wisconsin Department of Public Instruction.

VI. RECAP Handbook (Partners)

The RECAP Handbook is definitely a partnership effort. It has undergone three revisions and is presented with the confidence of a document for which extensive time, effort, and expertise has been extended. The staff meets weekly, on Wednesdays, to evaluate individual participants using the student's individual Handbook.

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Suggested procedures for the advisory committee are detailed. The group continues to be an extremely dynamic group. (It must be noted that all procedures are not always followed exactly.)

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Planning Guide / Worksheet Worksheets to help with program developing, financial funding or grant requests.

Evaluation & Work Experience Beta planning.

Contacts Client Log / RECAP/Beta Log format for use by staff to gather follow-up information. Useful way to record data for transfer to student file, particularly if several staff members may be recording information.

XIII Other

RECAP Philosophy

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RECAP and RECAP/BETA PHILOSOPHY

The following major assumptions are used as operational premises, decision making and as a basis for action.

1. Cooperative educational and rehabilitation models can significantly reduce recidivism at the county level by sharing the expertise and commitment of the partners.
2. Comprehensive programming must be provided to meet the multi-level needs of prisoners. Isolated attempts at literacy training, drug or alcohol rehabilitation, or live work opportunities, though well intentioned, are singularly not effective.
3. The county level is the most effective and least costly place to reduce recidivism.
4. The outside community must become an active partner by providing follow-up support and transition assistance.

Counties in Wisconsin need to actively seek resources that focus on training and rehabilitating the county prisoner at the county level.

Local responsibility and active county programming will significantly reduce recidivism with less cost than delaying intervention to the state system after more serious crimes have been committed.

The Sheriff's Department, the Technical College System and community drug and alcohol treatment programs are resources that exist in Wisconsin counties, and other counties throughout the United States, that have the local expertise to ensure success with the support of local officials.

RECAP/Beta furthers the opportunity to explore new means of providing treatment at the community level. Jails all over the United States are overcrowded and costly. New forms of treatment within the community are a necessity. RECAP/Beta will provide the background for successful replication.

RECAP/Beta will help to answer the ever present question in rehabilitation, "How much is enough?" When RECAP/Beta demonstrates that a shortened jail sentence and continued treatment in the community can be equally effective in reducing recidivism as longer term jail sentences, the nation will want to replicate the shortened sentence program. The end result would be not only reduced recidivism, but also be less costly and have the ability to rehabilitate more inmates.

RECAP and RECAP/Beta support attempts to follow recommendations that program operators should build upon existing curriculum and other educational resources previously developed (Demonstrating Cooperation: Lessons from Federally Funded Projects in Vocational Education (1994). RECAP/Beta will use educational materials and ideas from other Cooperative Demonstration grants, such as Home Builders, Inc. for construction trades curriculum. The educational significance of these concerted efforts is to further demonstrate that the incorporation of new, thoroughly tested, educational practices can assure higher quality programming than fragmenting efforts at the local level.

As previously stated, the United States of America has 3,043 counties nationwide. Intervention at the county level will produce rehabilitated lives before inmates become hardened criminals. By returning inmates to the community earlier, the county can realize savings beyond easily recognized financial savings. Inmates start to assume individual and family responsibilities, while receiving the support of professional assistance and implied trust, both powerful factors in change.

Each United States county has common available resources ready to be mobilized in providing the comprehensive RECAP model developed, tried, and found to be effective in the cooperative demonstration grant. The new demonstration grant proposed by RECAP/Beta is the needed piece in comprehensive programming that became evident to RECAP providers. The RECAP partners' thought process has evolved to perceive the need for community treatment as a missing part of current programming. The opportunity to apply for a way to try these beliefs as outlined in RECAP/Beta is anticipated and welcomed.

The 3,043 counties have a system that includes a sheriff and jail, access to a vocational or community college system, and private or public drug and alcohol treatment programs that can be utilized to provide inclusive programming at the local level (including community support groups for addictions).

Rehabilitation and educational opportunities in the past have been only provided if the offender was convicted of crimes serious enough to sentence them to state and federal facilities. Limited though they may be, state and federal facilities have had access to vocational training and alcohol and drug treatment programs not available at the county level. Corrections rehabilitation emphasis, too long centered at only the state and federal level, must be pioneered at the county level and include vocational and live work opportunities, as well as literacy training and drug and alcohol rehabilitation.

The opportunity to implement RECAP/Beta will provide the Rock County partners an opportunity to demonstrate innovative educational and rehabilitation methods of consequence and importance that will be helpful nationwide.

RECAP Activities

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Wisconsin

Rock County Education and Criminal Addictions Program (RECAP)

Statement of the Problem

Rock County, Wisconsin represents an interesting urban and rural mix. Beloit, located on the Illinois-Wisconsin state line, has a sizable black population and a decline in the heavy industry that provided employment for many years. Janesville, where the Rock County Sheriff's Department has its jail, is the home of a GM Assembly Plant and predominantly white residents. Tall corn grows in the rural areas leading to the small towns in the rest of the county. However, the peaceful atmosphere is often deceiving. Recent gang activity reflects proximity to Rockford and Chicago, Illinois. Long on the drug drop path between Chicago and Madison, Wisconsin; drug and alcohol related crimes are considered as high as 80% of the total crimes. Also, the continued criminal activity of local families well-known to the law enforcement community was of great concern to the now retired Jail Commander and an impetus for developing a program to meet the rising local need.

Rock County, as have other areas in the nation, has experienced a rapid growth of criminal activity and ensuing jail sentences. The number of criminal offenders in Rock County necessitated the building of the new jail designed to hold 478 individuals. The number of criminal offenders housed at the Rock County Jail increased 400% from 1988 to 1991. The average daily jail population in 1995 is 473 inmates. Rock County ranks 5th in the state of Wisconsin for crime per 100,000 residents. The population in Rock County in 1994 was 139,510 with 7643 serious crimes and 364 violent crimes. 9.9% of the population lives below the poverty level (Source: OJA Crime Statistics: 1995 and County and City Data Book, U.S. Department of Commerce)

Recidivism at the county level was considered in the 65-70% range when the Rock County Education and Criminal Addictions Program (RECAP) was instituted in November of 1992, with the assistance of the Department of Education, Correctional Education Grant, one of 11 awarded in the United States designed to implement practices that would reduce recidivism.

To meet the many needs of the inmate, RECAP was designed as a cooperative partnership providing an education and rehabilitative model combining the expertise and professional commitment of three agencies that would address the goal of significantly reducing recidivism at the county level. The three partners sharing the responsibility were Rock County Sheriff Department, Blackhawk Technical College, and Rock Valley Correctional Programs, Inc.

RECAP program partners believe that the county is the least costly and most effective site to reduce recidivism and that comprehensive programming is required to meet the many needs of inmates. Single approach programs, although well intentioned, are not effective in redirecting the inmate's lifestyle. Although only a four-month program, RECAP attempts to demonstrate the effects of vocational and literacy instruction, live work, community service, and alcohol and drug rehabilitation on life changes.

Having just completed its third year, RECAP commitment remains strong, is continuing as a program, and is requesting assistance from the county level to continue the program and services.

Goals and Objectives

The foremost goal of RECAP is to provide a comprehensive educational and rehabilitation program for county inmates that will significantly reduce recidivism. RECAP profiles for the last three years show an average participant age of 27, 13% of which were female, and 51% minority. Eighty-nine percent entered with a demonstrated drug or alcohol problem. Forty-nine percent, or 159 of the 327 participants completed all components of the program and graduated. Participants entered the program with literacy levels in the 0-8th grade range in math (64%), writing (57%), and reading (34%) as demonstrated by standardized test scores. Although 71% were not high school graduates, many who were graduates required remedial course work. The objectives for reaching this goal are divided into **Program/Operational Objectives** and **Educational/Participant Objectives**. The **Program/ Operational Objectives** are:

- To achieve the broad goal of reducing recidivism, the combined expertise of the law enforcement, education, and treatment community must be obtained and maintained.
    - **Activities**: Rock County Sheriff's Department, Blackhawk Technical College and Rock Valley Correctional Programs, Inc. assumed specific duties and ongoing responsibilities, forming a partnership to provide activities outlined in the Educational/Participant Objectives and Activities.
    - **Progress**: The third year of the RECAP partnership was completed in September 1995 and the fourth year of programming has begun.
- To insure that the RECAP program represents and is responsive to the needs of the participant and community, a broad based RECAP Advisory Committee will be formed and confer regularly regarding RECAP issues.
    - **Activities**: An Advisory Committee with broad community support, including treatment, employment, educational, and organized labor representation was formed and actively assists in providing advocacy, advice, and expertise.
    - **Progress**: Members meet monthly and continue to be active in supporting, assisting, and directing the program.
- To insure that resources are located that meet the developing needs of RECAP, all partners will seek and develop the means to meet these needs.
    - **Activities**: To meet a recognized need for training in upper level vocational skills, the Rock County Sheriff's Department sought and received assistance and financial resources from the Office of Justice Assistance. To meet an evolving need for an alternative high school opportunity, Blackhawk Technical College sought assistance from the Adult

Education Act to develop the Scans High School Equivalency opportunity. To meet the partner's concerns about unmet needs following incarceration an aftercare component was proposed and funded by the Department of Education/ Correctional Education. To meet the ongoing need for program continuance following grants, the partners, under the direction of the sheriff's department, requested assistance from the Rock County Board following grants in October 1995.

- **Progress**: The RECAP/Alpha OJA construction grant completed its first year of operation with 41 inmates completing the vocational program as well as a large storage garage as a tangible symbol of success. The community donations of building supplies that enabled the storage garage to be built exceeded $18,000. The Scans High School Equivalency has been approved by the Wisconsin Department of Public Instruction and is assisting students. The RECAP/Beta aftercare grant is currently organizing for implementation. The County Board funded RECAP for the interim period and has included a RECAP budget for 1996 to be voted on in November 1995.

- To provide program improvement information, proof of individual and program effectiveness and assist others in replication, program evaluation will occur on an ongoing basis.

  - **Activities**: Staff will collect participant and program information on a data system (developed with all partners' assistance) and use this information for program improvement. The third party evaluator will utilize this data and follow up information to provide objective program analysis.

  - **Progress**: Yearly reports have been distributed for public information and used internally. Currently, control group and participant follow-up is being conducted on all three years of RECAP activities to determine outcomes.

The **Educational/Participant Objectives** are designed to show inmate activities and progress and include the following objectives:

- To achieve the goal of reducing recidivism, educational and rehabilitation opportunities will be provided to approximately 120 individuals per year.

  - **Activities**: Approximately 40 inmates will be placed per 4-month program in an intensive 40-hour per week program.

  - **Progress**: 327 individuals were involved in the first 3 year program. A new group is currently in progress.

- RECAP participants will be provided varied opportunities for instruction and rehabilitation that will prepare them for a changed life upon release.

  - **Activities**: Participants will receive AODA and Criminal Thinking group and individual counseling.

- **Progress**: 327 individuals, 89% with a recognized AODA need, received assistance in 3 years.

- **Activities**: Literacy, GED, and basic skills remedial classes will be provided. 71% of participants are not high school graduates.

- **Progress**: 56 received their HSED or GED and 71 individuals partially completed their GED/HSED. Others received literacy or remedial instruction.

- **Activities**: Employability Skills classroom experiences designed to assist in job seeking and keeping will be provided.

- **Progress**: 194 individuals met the competencies necessary to complete the course in 3 years.

- Vocational instruction, based upon competency attainment, will be provided in a variety of training areas:

  - **Activities**: Instruction in vocational education will be ongoing.

  - **Progress**: During the three-year period the following training and results were achieved:

    159 graduated from all aspects of the program.
    92 received Food Service Preparation Certificates.
    53 received Food Safety and Sanitation national certification.
    123 received Custodial Training Certificates.
    64 received Landscape or Lawn Care Certificates.
    41 received Construction Certificates (3rd year only).
    32 received Painting or Chain Saw Certificates (3rd year only).
    15 received Wildlife Assistant (years 1 and 2 only).

- Community Service and Live Work experiences will be provided to participants for the purpose of providing atonement, vocational training, and service.

  Activities: Staff will locate, place, and monitor each inmate in appropriate community service projects.

  Progress: Each RECAP participant earned an average of 105 hours of community service during his/her RECAP participation. 694 days of Good Time were earned by RECAP participants at a savings to the county of $38,170 ($55 a day x 694 days). The attainment of the OJA RECAP/Alpha grant has enhanced the opportunities that can be provided in this area. Over 11,544 hours of live work and community service were provided at 21 separate sites between March and September of 1995.

Program Components

The RECAP program components are provided with shared partner responsibility and a variety of financial resources. The components, partners assuming major responsibility and financial resource at inception are listed as:

Program Component	Responsible Partner	Funding Source
Live Work & Community Service	RCSD	RECAP Alpha Grant—OJA
Criminal Thinking Group	RVCP	RECAP Grant—DE/CE
Employability Skills	BTC	AEA Grant—BTC, RCSD
Literacy & GED Instruction	BTC	AEA Grant—BTC, RCSD
Vocational Education	BTC	RECAP Grant—DE/CE
Construction Instruction	RCSD	RECAP Alpha Grant—OJA
After Care Services	BTC	RECAP/BETA—DE/CE

Vocational instruction is competency based and certificates of attained skills are given at graduation ceremonies in the areas of Food Service, Construction Assistant, Custodial Assistant, and other short term certificates. AODA group participation is an extensive part of the 10-hour per week structured program. Live work, community service, literacy, and employability instruction are necessary components that complete the program.

Vocational offerings began with custodial, food service, landscaping, and live work. Over half of the participants did not have a significant work history upon entry. RECAP training compensates for work experiences that 7-9th grade students in other circumstances most often obtain as a part of their development. Employment opportunities in Rock County in these above areas were plentiful. However, there was an unmet need for higher level vocational skills that would subsequently demand higher wages in the job market. As a result, Construction Assistant opportunities were provided through the encouragement and financial assistance provided by the Office of Justice Assistance. With OJA's assistance the Community Service and Live Work aspects were expanded as well. These additions not only developed broader based vocational skills for inmates but expanded the public knowledge of RECAP through their community visibility.

Implementation Problems and Success

All programs, particularly innovative ones with no past history, have problems to overcome on the path to becoming long-term programs. RECAP is no exception and problems that require creative solutions include:

- **Obtaining Adequate and Ongoing Funding.** Comprehensive programming requires a variety of resources to adequately meet and maintain identified needs. To do so requires a large expenditure of partner time.

- **Obtaining Individual and Program Statistics.** Program data, so important for evaluation and subsequent program improvement, are time consuming and staff intensive to obtain and maintain. Access to adequate computer programming is necessary as well.

- **Program Scheduling.** Scheduling will continue to require extensive staff time and coordination. Construction and community service requests are not consistently made at the same level at all times. The core tenets of education and rehabilitation must be maintained to ensure that inmates are prepared to take a new path upon jail release.

- **Maintaining Core Program Numbers.** Designated program quarters determine the size of groups that can be served. Referrals from the courts are not always received in a consistent fashion, and inmates are sometimes removed for infractions. Every time the number of participants drops below the maximum number that can be served, the program cost is raised.

- **Time for Communication.** Considerable time is required for staff to communicate. The IRC (inmate review committee) meets weekly to assess student progress and daily communication is required as well. However, what appears to be a problem becomes its greatest strength. Each partner, knowing what the other is doing, reinforces the other when working with the inmate and builds a far stronger program.

Recidivism is the core stake of RECAP's effectiveness. A four-month program, RECAP attempts to change recidivism patterns and uses recidivism as a measure of success. The second year statistics showed that 17% of participants returned to penal institutions as compared to the 65-70% range previously experienced. A current look by the third-party evaluator at all RECAP participants to date shows that RECAP graduates are twice as apt to be successful at not returning to jail or prison as RECAP non-completers.

Other achievements of the RECAP program are listed in the Goals and Objectives. Recidivism, academic growth, and vocational attainment are measurable but not the complete picture of what denotes success. Other measures of success and importance for RECAP include:

- Maintaining a quality staff dedicated to change and motivation.
- Moving from grant to county funding.
- Participant testimony and action. "RECAP changed my life."
- Public acceptance by media, community and employers.
- Dynamic assistance of broad based advisory committee.
- Change in correctional officer attitude toward education/rehabilitation as a result of RECAP.
- Probation and Parole Agents playing an active and supporting role because RECAP assisted their clients.

PROSPECTS FOR REPLICATION

The RECAP program can be replicated nationwide with the expertise and commitment of local law enforcement, community college, and treatment community. RECAP completed its third year of operation in September 1995. The partners are available to assist others with information and staff development useful in replicating the model. Since the inception of RECAP the partners have advocated for development in other counties. As stated in the Statistical Abstract of the U.S., there are 3,043 counties in the United States. Each county has access to a sheriff's department, a community college and resources for AODA treatment within their geographic boundaries.

Along with staff training possibilities, there are many program materials available for distribution. All materials have been field tested and undergone numerous revisions. Dissemination materials include:

- course outlines
- AODA pre/post test
- live work contracts
- student vocational certificates
- SCANS high school equivalency curriculum
- RECAP Participant Handbook
- RECAP Program Manual available in early 1996.

Results from RECAP's third party RECAP University of Wisconsin evaluator will be made available upon completion and includes a three year history of problems, successes and recommendations. In addition, RECAP will be participating the next nine months in a United States Department of Education/Correctional Education research study conducted by Pelavin Associates. These outcomes will be available upon completion of the study.

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WRITTEN 11/95

After October 1995

In November of 1995, the Rock County Board of Supervisors voted to provide the Rock County Sheriff with funding to operate the RECAP program. Another Department of Education, Correctional Education grant, one of four nationally, was obtained to provide aftercare and the potential for early release. Named RECAP/Beta, the aftercare program provides vocational training, job placement and alcohol and drug relapse prevention, following release from the RECAP program.

ROCK COUNTY EDUCATION AND CRIMINAL ADDICTIONS PROGRAM: A COOPERATIVE MODEL OF QUALITY

PROJECT RECAP

BLACKHAWK TECHNICAL COLLEGE

Third Party Evaluation
Final Report
October 1, 1993- September 30, 1995

Center on Education and Work
University of Wisconsin-Madison
1025 West Johnson Street
Madison, Wisconsin 53706

January, 1996

INTRODUCTION

The Center on Education and Work at the University of Wisconsin-Madison has served as third-party evaluator to the Blackhawk Technical College for its grant from the U.S. Department of Education (Cooperative Demonstration Program/Correctional Education), entitled *Rock County Education and Criminal Addictions Program (RECAP): A Cooperative Model of Quality* for the past three years. This final report represents the Center's findings on the conduct of Project RECAP from October 1, 1993 through September 30, 1995.

During the years, Center staff have met with the RECAP project staff to discuss the issues involved in the evaluation of a project like RECAP, to develop evaluation questions and to identify data sources to be used to reflect the project's successes. The Center has also established a Technical Assistance Committee of UW faculty and staff who provided advice and assistance on the conduct of the evaluation.

The report will concentrate on the progress the project has accomplished during its existence and is divided into the following sections:

Program Outcomes
Graduates' Reactions
Participant Outcomes
Unintended Outcomes
Conclusions and Recommendations
Appendix

The authors wish to acknowledge the cooperation they have received from a number of persons in Rock County. First and foremost, the RECAP project staff has been tremendously responsive in providing any information that the evaluators may have requested. They have displayed a fine sense of professionalism in the conduct of their duties. In addition, many have become friends. Secondly, many thanks to the members of the Rock County Sheriff's Department, from the Sheriff through to the Jail Commander and Lieutenant and to the individual guards who displayed strong interest in the project's success as well as providing valuable information. Education and training is not the first priority in a county jail; nor should it be. Safety and security are the number one priorities. But within these parameters, the Sheriff's Department strongly supported the project. Lastly, the probation agents in Rock County deserve praise for taking the time to respond to the surveys supplied by the evaluators. The State of Wisconsin is well served by this group of agents. Individuals' names have not been identified at the risk of missing someone; you know who you are. Although many contributed significantly to the efforts, the evaluators take full responsibility for any errors and most omissions.

PROJECT RECAP

PROGRAM OUTCOMES

ACTIVITY 1 Provide of basic skills (literacy) levels and potential drug and alcohol dependence for 225 criminal offenders arrested and booked for court appearance. These reports will be used by individual Probation and Parole Agents for court appearances, booking and sentencing.

OUTCOMES 200 of the assessed offenders placed at the Rock County Correctional Institution will be found in need of services, and will participate in educational programs while at the facility. 1,75 of these will meet the requirements of the program, and be evaluated for success in meeting program objectives.

As of September 30, 1995 (the end of the final year of operation under the federal grant), Project RECAP had enrolled 327 participants. Eighty-six and one-half percent of the population were male and the average age was 26.9 years. Approximately half of the clients were minorities and about 61% were never married, although a greater number were responsible for family obligations. In terms of need for the services that RECAP provides, each was evaluated using a specialized needs form and, on average, demonstrated a high need. The average highest grade in school completed by these clients is the tenth grade. Burglary/theft was the lead offense for incarceration while the possession and/or sale of drugs was second. Eighty-nine percent of the clients reported a substance abuse problem, with alcohol being the most often cited substance.

Over the course of the three years, 159 or 48.6% of the participants graduated from the RECAP program. The highest proportion of program non-completers, 67 or 20.5%, left because their legal status was discontinued. Only 48 or 14.7% left the program because they escaped, absconded or were dismissed because of negative behavior.

All RECAP clients were administered the TABE (Test of Adult Basic Education) diagnostic assessment and showed the following grade level equivalents:

Year 1	Reading Comprehension	Math Computation
Level I (0-5.9)	8.9%	23.9%
Level II (6-8.9)	32.2%	57.2%
Level III (9-12.9+)	58.8%	18.8%

Year 2	Reading Comprehension	Math Computation
Level I (0-5.9)	8%	22%
Level II (6-8.9)	22%	50.5%
Level III (9-12.9+)	70%	27.5%

Year 3	Reading Comprehension	Math Computation
Level I (0-5.9)	5.4%	19.0%
Level II (6-8.9)	28.4%	44.4%
Level III (9-12.9+)	66.2%	36.5%

In addtion, during the third year of the project, the TABE writing test component was administered with the following results: Level I - 43.9%, Level II - 30.3%, and Level III - 25.8%.

Criteria for completion in the RECAP program consists of successful involvement in the following six areas:

1. **Evaluation Reports**. On a periodic basis, all project staff evaluate the progress of each client.

2. **School.** Points are awarded for school to clients based upon their attendance and participation. The curriculum is competency based.

3. **Group.** As above, points are awarded for attendance and participation.

4. **Work.** Attendance and participation are recorded and mastery certificates are available in a number of vocational areas.

5. **Employability Skills.** Points are awarded for attendance, participation, and achievement. Pre- and post-test scores are available.

6. **Support Groups.** Additional support service such as AA are optional but strongly encouraged.

ACTIVITY 2 Provide alcohol and drug counseling, criminal thinking theory and group programming, and in at least one support activity for 200 assessed participants found to be appropriate and sentenced to the correctional facility.

OUTCOMES Of the 200 prisoner participants, 150 will successfully complete the program, 25 will make significant progress and 25 will not be able to meet program requirements. Each participant will participate 8 hours per week in group support activities while in the program.

Each RECAP client is required to participate in critical thinking and alcohol and drug counseling through group programming. The 327 clients in RECAP have been involved, facilitated by two counselors. At least ten hours are involved per week in group activities and usually about 20 hours a week is the average.

ACTIVITY 3 Conduct basic skills instruction for 0-12th grade levels, including GED, ESL and Career Decisions instruction for program participants assessed in Activity 1.

OUTCOMES 175 will continue in the program and meet specific individual educational goals. 20 individuals will complete parts, or all, of the GED. 5 ESL students will demonstrate progress in obtaining English language skills. 50 students will progress two grade levels or more during the instructional period, 45 will progress between one and two grade levels during the four month period, 45 will make academic progress in one or more subjects, 10 will show no progress and 25 will not meet program requirements. 150 will complete Career Decisions and leave with a completed resume.

At the end of three program years, 159 clients have graduated from the RECAP program. For those not successful in completing the program, some chose not to participate at all, others were terminated for negative behavior, while still others were released early from jail, prior to RECAP graduation.

Overall, over the three years of the project, RECAP graduates gained 1 grade level in reading, 2 grade levels in math and 1.5 grade levels in writing. Of the clients eligible for GED/HSED testing, fifty-six RECAP clients have earned their GED/HSED's, while another 71 partially completed their diplomas.

ACTIVITY 4 Provide educational support opportunities that promote academic and personal growth through alternative delivery systems including video, ITFS (Instructional Television Fixed System) and computer based instruction.

OUTCOMES 200 criminal offenders will be scheduled to participate in alternative learning opportunities as part of their program. 175 will actively participate and 25 will fail to meet program expectations. 200 will receive video instruction in day rooms and 150 will complete home work assignments and progress assessment. 30 participants

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will receive new ITFS instructional programs. 50 students will participate in and complete home work assignments in *Another Page* (reading) or TV GED. 30 low-academic level participants will use PALS as part of their academic program. 25 students will use the Mod-U-math laser program. 15 higher academic level participants will enroll in credit telecourse or ITFS course.

All RECAP clients have been given the opportunity to use alternative learning applications and the vast majority have participated. The most prominent use of alternative learning styles is the use of video instruction. Topics of the videos include job employability skills, multi-cultural issues, health and parenting skills as well as the many topics involved in adult basic education. There has been increased usage ITFS and the Mod-U-Math laser program. A video education curriculum program was developed during the third year of the project. Additionally, a high school equivalency program developed in the project is expanded upon later in this report. (See Unintended Outcomes)

ACTIVITY 5 Conduct vocational classes in areas of local job potential. Vocational education will focus on entry level job skills and be coordinated with live work experience. 200 participants will have this opportunity as a part of their education and training program. Provide extensive live work experience in areas of training.

OUTCOMES 175 participants will continue in the program, and receive instruction and experience in vocational education and live work related skills. Each participant will engage in 18 plus hours per week of vocationally related activities (classroom and live work). Students will receive certificates for measurable skill attainment in competency based educational objectives. Live work competency skill performance will also be evaluated and recorded on a daily, weekly and monthly schedule. Criminal offenders will receive this documentation for future job seeking. 100 participants will receive satisfactory live work certificates in one or more areas: 45 in custodial work, 60 in food services, 30 in landscape assistance and 25 in basic construction. Upon release, job placement data of participants will be reported.

Vocational training has been established in ten program areas during the past three years. The following table reflects the number of certificates earned by the RECAP clients, by program area, during these three years. Please note that a client may receive more than one certificate.

VOCATIONAL CERTIFICATES

CERTIFICATE	YEAR 1	YEAR 2	YEAR 3	TOTALS
Food Service Preparation	20	26	46	92
Sanitation	17	15	21	53
Custodial	28	52	43	123
Wildlife Management	7	8	--	15
Landscaping or Lawn Care	--	21	43	64
4-H Fairgrounds	--	9	--	9
Construction	--	--	41	41
Sanding & Painting	--	--	12	12
Chain Saw Safety	--	10	10	20
TOTALS	**72**	**141**	**216**	**429**

ACTIVITY 6 Provide post-incarceration support to participants by continuation of support services after release. Follow-up activities will include: (the proposal goes on to identify a number in activities to be carried out by Blackhawk and Rock Valley Correctional Programs).

OUTCOMES Of the 100 participants available for post-incarceration services, 10 will make preliminary steps to further education or training, 10 will continue in basic skills education at outreach sites, 60 will continue in alcohol and drug counseling or support groups, 50 will receive employment, 40 will obtain assistance through community agencies, and 10 will neither actively participate, nor return to jail.

Employment statistics on RECAP graduates are included later in this report. Other graduates have been referred to various agencies within the community such as Rock Valley Correctional Programs. At least six of the RECAP graduates have enrolled at Blackhawk Technical College, while ten RECAP participants have continued basic skills education after their release. Project staff continue to monitor clients activities through weekly or semi-monthly conversations with their probation agents. A little later in the report, some statistics dealing with recidivism will be presented.

ACTIVITY 7 Provide ongoing, structured, cross-training opportunities for staff from Rock County Sheriff's Department, Rock Valley Correctional programs and Blackhawk technical College. Training will: (the proposal lists six objectives related to staff development).

OUTCOMES Regularly scheduled monthly inservice and program evaluation meetings will be conducted with a program theme from the topics above. (Less formal weekly meetings will focus on day-to-day activities and problem solving.) Evaluation instruments and reports will be available for perusal and dissemination. From the fourth quarter of the first year and beyond, cooperating agencies (Rock Valley Correctional Program, Blackhawk Technical College, Rock County Sheriff's Department), administration and staff will have inservice materials and a program ready for presentation and dissemination to the public.

The participants in the RECAP project, staffs from the Rock County Sheriff's Department, the Rock County Correctional Programs and the Blackhawk Technical College, have formed a dynamic team, interested in promoting the project to whomever will listen. The staff has followed a schedule of bi-monthly staff meetings in which much information is shared and clients are continuously evaluated. Additionally, project staff have attended a number of national and state-called meetings to disseminate information on the RECAP project. They have also met with numerous public service agencies to do the same. Overall, staff interact based upon their own experiences as professionals and have developed into a dedicated project team. Cross training (including all three agencies) was conducted during the third year of the project, directed particularly to providing multi cultural programming.

GRADUATES' REACTIONS

During the third year of RECAP operation, graduates were asked to respond to a short questionnaire in which they were asked the usefulness of the various components that make up RECAP. Responses on behalf of the graduates resulted in their opinions on a scale from "1" (Not Useful at All) to a "5" (Very Useful). These results are presented below in their order of usefulness. (It should be noted that all but one program component averaged out at above "Fairly Useful.")

MEAN SCORE	RECAP COMPONENT
4.962	Employability Skills Course
4.625	GED/HSED Preparation
4.600	Vocational Training on the Job
4.577	Criminal Thinking Group
4.462	Support Groups (AA,NA, Bible Study)
4.440	Chemical Dependency Group
4.423	Community Service
4.360	Individual Counseling
4.240	Basic Skills Testing
4.200	Basic Skill Instruction
4.192	Vocational Training in the Classroom
4.077	Educational Computer Programs
3.346	Educational Videos

In addition, RECAP graduates were asked a number of open-ended questions regarding what is the most important thing they learned while in RECAP and what part of RECAP will be most helpful outside of jail. Their responses are listed in the order of frequency, i.e. conceptual responses given most often by the graduates are listed first.

I LEARNED:

to stop and think about the situation and make better decisions
to handle my anger
how to be responsible
to get along with people
that I have an addiction
who I really am

to keep my mind clear of negative thoughts
to be truthful to myself
to treat people with respect
life is what "you" make it.

RECAP PART MOST HELPFUL

anger control
the AA knowledge
to take the good with the bad
to be a good husband and father
new attitude about life
to accept the consequences for my actions

In response for feedback on how they might improve RECAP, the vast majority of reactions dealt with the need for smaller groups and increased individual help, i.e. more one on one's. Some expressed a desire for continued follow-up and more job opportunities, while others requested that only participants who want to help themselves should be allowed in the program. One summary comment reflects what many of the graduates seem to indicate is their overall impression of the RECAP program: RECAP "gave me the opportunity to find out that I have the power to control my problems."

Additionally, one RECAP graduate wrote the following letter to the RECAP office after his graduation.

> I want all of you to know how much I appreciate your dedication to the program. I don't always agree to some of the methods, most likely because of my ignorance. But in all I think this particular program has really benefited me in several areas of my life.
>
> For example, I realize now, I'm the reason why I'm here. ALL the other times I've been incarcerated, I've always put the blame on society. Always thinking there was nothing wrong with me, feeling like I was being picked on, or singled out. Thank the Lord I realize my transgression against the people I've hurt, and the society laws that were put down for you and me. I'm also appreciative for the program because I know with a little help I will be able to get my G.E.D. and further my education. And last but not least, this program is making my time fly by.
>
> Once again, thank you for helping me open my eyes, and take the cotton out of my ears.

PARTICIPANT OUTCOMES

In order to determine the ultimate success of the RECAP program, if any, one must examine what happened to these RECAP clients after their release. To this end, three data sources were tapped for relevant information. It should be pointed out that as in any data system, there may be errors in data submission or even in data retrieval, but within these constraints and with due diligence on the part of the evaluators, the following analyses were performed. These are presented in three phases, based upon the data source utilized.

Phase 1

The first data source was the Corrections Accounting Cashiers Unit of the Wisconsin Department of Corrections which identifies the probation status of releasees. As a point in time, RECAP clients were identified as participants who had terminated the program as OS of June 1, 1995, with the data reflecting their status as of August 28, 1995. This search resulted in identifying 134 graduates, 75 clients who participated in RECAP for more than three months but who did not graduate, and another 39 clients who participated in RECAP for less than three months. The following table represents the probation status of these individuals.

Table 1

	Graduates n=134 (100%)	3 Months or More Program Participation n=75 (100%)	Less than 3 Months Program Participation n=39 (100%)
Currently on probation	85 (63.4%)	39 (52.0%)	17 (43.6%)
Completed probation	16 (11.9%)	9 (12.0%)	3 (7.7%)
Probation revoked	18 (13.4%)	12 (16.0%)	9 (23.1%)
Intensive sanctions	6 (4.4%)	5 (6.7%)	0
Institutionalized	9 (6.7%)	10 (13.3%)	10 (25.6%)

Source: Corrections Accounting Cashiers Unit data system, Wisconsin Department of Corrections

A person was deemed to have a satisfactory outcome of probation if he or she was discharged or continuing on supervision as of August 28, 1995. Unsatisfactory outcomes included persons who had their probation revoked or were sentenced to intensive sanctions or again institutionalized. Table 2 summarizes the information in Table 1 within these parameters.

Table 2

	Graduates n=134 (100%)	3 Months or More Program Participation n=75 (100%)	Less than 3 Months Program Participation n=39 (100%)
Successful Probation Outcome	101 (75.4%)	48 (64.0%)	20 (51.3%)
Unsuccessful Probation Outcome	33 (24.6%)	27 (36.0%)	19 (48.7%)

Source: Corrections Accounting Cashiers Unit data system, Wisconsin Department of Corrections

Therefore, RECAP clients who completed less than 3 months of the program were twice as likely to have an **unsuccessful** probation outcome that RECAP graduates. Participants who completed at least three months of RECAP but who did not graduate were in the middle. Chart 1 in the Appendix graphically illustrates these data.

Phase 2

A second data source was the responses from probation agents themselves regarding RECAP clientele and a control group was developed. The control group consisted of persons jailed in the Rock County Jail who had no exposure to the RECAP program. This group was developed based upon 140 RECAP graduates as of September 1, 1996 and was stratified based on age, sex, race, release date and length of sentence. A one page form was developed (see appendix) and information was solicited from the agents regarding all these individuals. The evaluators wish to express their gratitude to all the agents who returned the surveys in a timely manner and with great professionalism. The results of the survey related to recidivism or "new crime" commitment are presented in Table 3.

Table 3

	Graduates n=140	3 Months or More Program Participation n=75	Less than 3 Months Program Participation n=43	Control Group No RECAP Training n=140
Responses	79 (56.4%)	47 (60.3%)	24 (55.8%)	52 (37.1)
Imprisoned or revoked	13 (16.5%)	12 (25.5%)	8 (33.3%)	11 (9.6%)
Absconder	4 (5.1%)	4 (8.5%)	2 (8.3%)	5 (21.2%)

No new crime	51 (64.6%)	22 (46.8%)	8 (33.3%)	14 (26.9%)
New crime conviction	9(11.4%)	9 (19.1%)	5 (22.0%)	15 (28.8%)
Conviction pending	2 (4.8%)	0	1 (4.2%)	7 (13.6%)

Source: Survey of Probation and Parole Agents, Rock County

Based upon these data, RECAP clients were about two and one-half times more likely **not** to commit a new crime than the control group. RECAP non-graduates with at least 3 months of training were again in the middle. These data are graphically demonstrated in Chart 2 in the Appendix.

If one were to eliminate for analysis those persons who were institutionalized, revoked or absconded and were in fact "in the community", these results are equally demonstrative as described in Table 4.

Table 4

	Graduates n=140	3 Months or More Program Participation n=78	Less than 3 Months Program Participation n=43	Control Group No RECAP Training n=140
In community	62 (44.3%)	31 (39.7%)	14 (32.6%)	36 (25.7%)
No new crime	51 (82.2%)	22 (71.0%)	8 (33.3%)	14 (38.8%)
New crime conviction	9 (14.5%)	9 (29.0%)	5 (35.7%)	15 (41.6%)
Conviction pending	2 (3.2%)	0	1 (7.1%)	7 (19.4%)

Source: Survey of Probation and Parole Agents, Rock County

Another area of inquiry reflected in the probation agent survey dealt with employment status of RECAP clients and those in the control group. One needs to be aware that as one seeks more precise information on these populations, the number of usable responses do diminish. The numbers in Table 5 reflect the agents' best effort in providing this information

Table 5

	Graduates	3 Months or More Program Participation	Less than 3 Months Program Participation	Control Group No RECAP Training
In community	62 (100%)	31 (100%)	12 (100%)	29 100%)
Employed	47 (75.8%)	17 (54.8%)	7 (58.3%)	12 (41.1%)
Full-time	40 (64.5%)	15 (48.4%)	5 (41.7%)	12 (41.4%)
Part-time	7 (11.3%)	2 (6.5%)	2 (16.7%)	0
Unemployed	7 (11.3%)	13 (41.9%)	5 (16.7%)	15 (55.2%)
No information	8 (12.9%)	1 (3.2%)	0	2 (6.9%)
Average # of months most recently employed	9.5	5.6	2.4	7.0
Average hourly wage	$7.90	$7.69	$7.40	$7.75

Source: Survey of Probation and Parole Agents, Rock County

It appears that RECAP graduates and other RECAP participants do considerably better in the employment arena than the control group and that of those "in the community", a control group member is about five times more likely to be **unemployed** than a RECAP graduate. Chart 3 in the Appendix further describes these data.

One additional item of information that was obtained from the probation agents deals with drug/alcohol abuse. At the beginning of this report, it was point out that, at intake, 89 % of the RECAP clients reported having some sort of substance abuse problem. Based upon agents reporting on 62 RECAP graduates, those agents reported only about 30% having such a problem after their release.

Phase 3

The last data source used to identify the trends among these populations after their release was the Rock County Jail computer system. Computers were searched for each of the four groups identified in this study. Information was available so that one could identify individual "contacts" made with the jail after the persons release. "Contacts" are defined as any association with the Rock County sheriffs, that is a traffic violation, new arrest, probation hold, etc. These contacts cost the county taxpayer dollars, so it is not without merit to suggest that "the less contact, the better." The results of this search are presented in Table 6 and again in Chart 4 in the Appendix.

Table 6

	Graduates	3 Months or More Program Participation	Less than 3 Months Program Participation	Control Group No RECAP Training
Number	140 (100%)	78 (100%)	43 (100%)	140 (100%)
No Contact	77 (55.0%)	32 (41.0%)	20 (46.5%)	56 (40.0%)
At least 1 contact	63 (45.0%)	46 (59.0%)	23 (53.5%)	84 (60.0%)
Number of total contacts	113	92	51	202
Average # of contacts per person	0.81	1.18	1.19	1.44
Number of probation holds	49	27	16	50
Average # of contacts per person minus probation holds	0.46	0.83	0.81	1.09

Source: Computer data system of the Rock County Jail

As can be seen, RECAP graduates had considerably less "contact" with the Rock County Jail than the control group. One can argue that probation holds could be eliminated from consideration because they often result from miscommunications or the like. With probation holds removed, members of the control group average twice as many contacts with the jail than do RECAP graduates.

UNINTENDED OUTCOMES

As is the case with many demonstration projects, during the conduct of the project, circumstances dictate that modifications and/or additions will occur that were not envisioned in the original proposal. These circumstances include an unforeseen addition of resources from different sources, needs identified during the conduct of the project, or the personal preferences or expertise of certain staff members. The following represent some of these unintended outcomes of RECAP, but outcomes nonetheless.

To meet an evolving need for alternative high school opportunities, the project developed a high school equivalency program, approved by the Wisconsin Department of Public Instruction and based upon the U.S. Department of Labor's SCANS recommendations. This effort was funded through the Adult Education Act.

The Rock County Sheriff's Department sought assistance from the Wisconsin Office of Justice Assistance to develop training in upper level vocational skills. The construction grant completed its first year of operation with 41 clients completing the vocational program as well as a large storage garage as a tangible symbol of success. The community donations of building supplies dedicated to the storage garage exceeded $18,000.

Each RECAP participant dedicated an average of 105 hours of community service during his/her RECAP participation. The State grant mentioned above has enhanced the opportunities that can be provided in this area. RECAP participants earned 694 days of Good Time during their jail stay. Over 11,544 hours of live work and community service were provided at 21 separate sites between March and September of 1995.

Late last year, the U.S. Department of Education awarded to the RECAP partners a new two-year grant, RECAP/Beta which will expand upon the successes of the original grant and will provide, for the first time, an organized program of after-release services, including counseling, continuing education and follow-up.

Finally, and it was not an unintended outcome but a welcome one, the Rock County Board of Supervisors assured the continuation of RECAP with the expenditure of county dollars for the program.

CONCLUSIONS AND RECOMMENDATIONS

> *Participation of the incarcerated in correctional education program seems to result in some decrease in recidivism.....The combination of higher education along with incarceration for the qualified inmate can not help but increase the safety of society when the offender is released.* *

Project RECAP has demonstrated significant progress towards meeting the goals and objectives as listed in its grant application. As can be gleaned from the body of this report, attainment of the projected outcomes are for the most part right on schedule and, in some cases, exceed the projected standards. Statistics developed from post-release data generally paint a favorable picture of the results of RECAP clients versus the control group.

Project staff are to be strongly commended for their professional expertise and dedication to the goals of the project. In what might be described as less than a suitable learning environment, learning indeed occurs and occurs in a very positive manner as described in this report. This result is in no small part attributable to the team concept of the project staff. Persons affiliated with the Blackhawk Technical College, the Rock County Jail and the Rock County Corrections Program appear to lose that affiliation and operate as the RECAP team.

Among the significant conclusions that can be drawn based upon three years effort and the resultant data are the following:

1. Three hundred and twenty-seven inmates received RECAP services and 159 or approximately 50% graduated from the program.
2. On average, RECAP graduates increased grade levels on standardized tests after 4 months of training in the following manner:
    Reading - 1 grade level
    Mathematics - 2 grade levels
    Writing - 1.5 grade levels
3. A total of 429 vocational education certificates were awarded in 10 program areas over the three year period.
4. Fifty-six RECAP graduates have earned their GED/HSED's while another 71 partially completed their GED/HSED's.

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* O'Neil, M. (1990). Correctional higher education: Reduced recidivism? *Journal of correctional education*, 40(1), p. 31.

5. RECAP graduates rated employability skills, GED/HSED preparation, vocational training on the job, and criminal thinking as the most useful components of the project.

6. RECAP clients who completed less than 3 months of the program were twice as likely to have an **unsuccessful** probation outcome than RECAP graduates. Participants who completed at least 3 months of RECAP but did not graduate were in the middle.

7. RECAP clients were about **two and on-half times** more likely **not** to commit a new crime than the control group. RECAP non-graduates with at least three months of training in RECAP were again in the middle.

8. For those RECAP graduates and members of the control group who were again in the community, the control group persons were **five times** more likely to be unemployed than RECAP graduates.

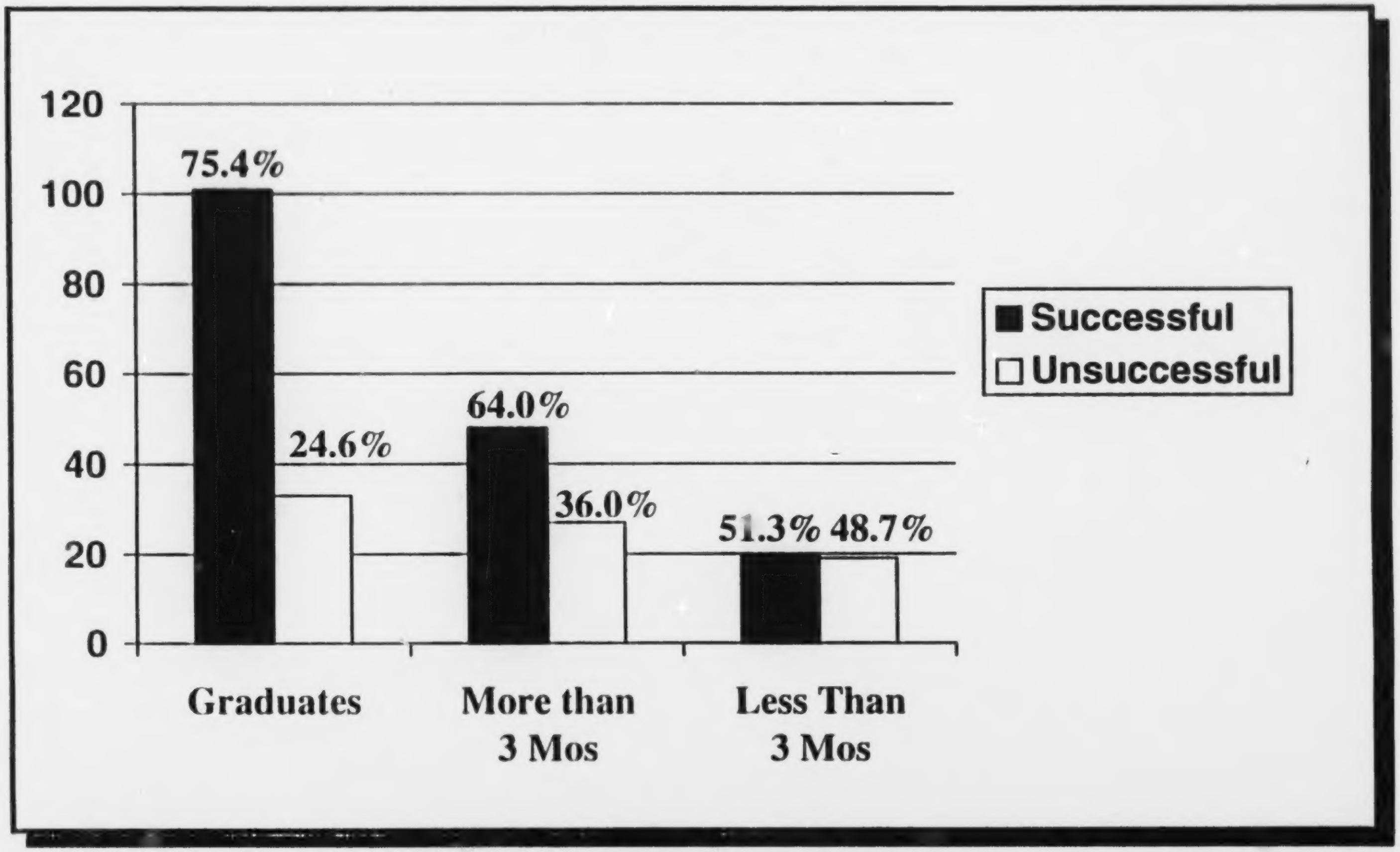
9. Excluding probation holds, the control group on average per person had **twice** as many contacts with the Rock County Jail than the RECAP graduates.

Overall, based on four different post-release outcomes (probation outcome, additional crime, employment status and jail contacts) and across three different data sources (data system of corrections, survey of probation agents and the Rock County Jail's data system), it is the professional judgement of the evaluators that RECAP graduates appear to be approximately twice as successful as the control group upon their release.

Lastly, for anyone interested in replicating this program in other county penal institutions, project staff are available for assistance. Additionally, the staff has developed a RECAP Handbook that is an excellent resource for anyone intending to develop an intensive education and training program in a county jail.

Chart 1

Results of RECAP Program



Statistically Significant Difference Between the Results of Recap Graduates and Non-Completers

$X^2_2 = 8.975, p < .01$

Center on Education & Work, August 31, 1995

Chart 2

RECAP Recidivism

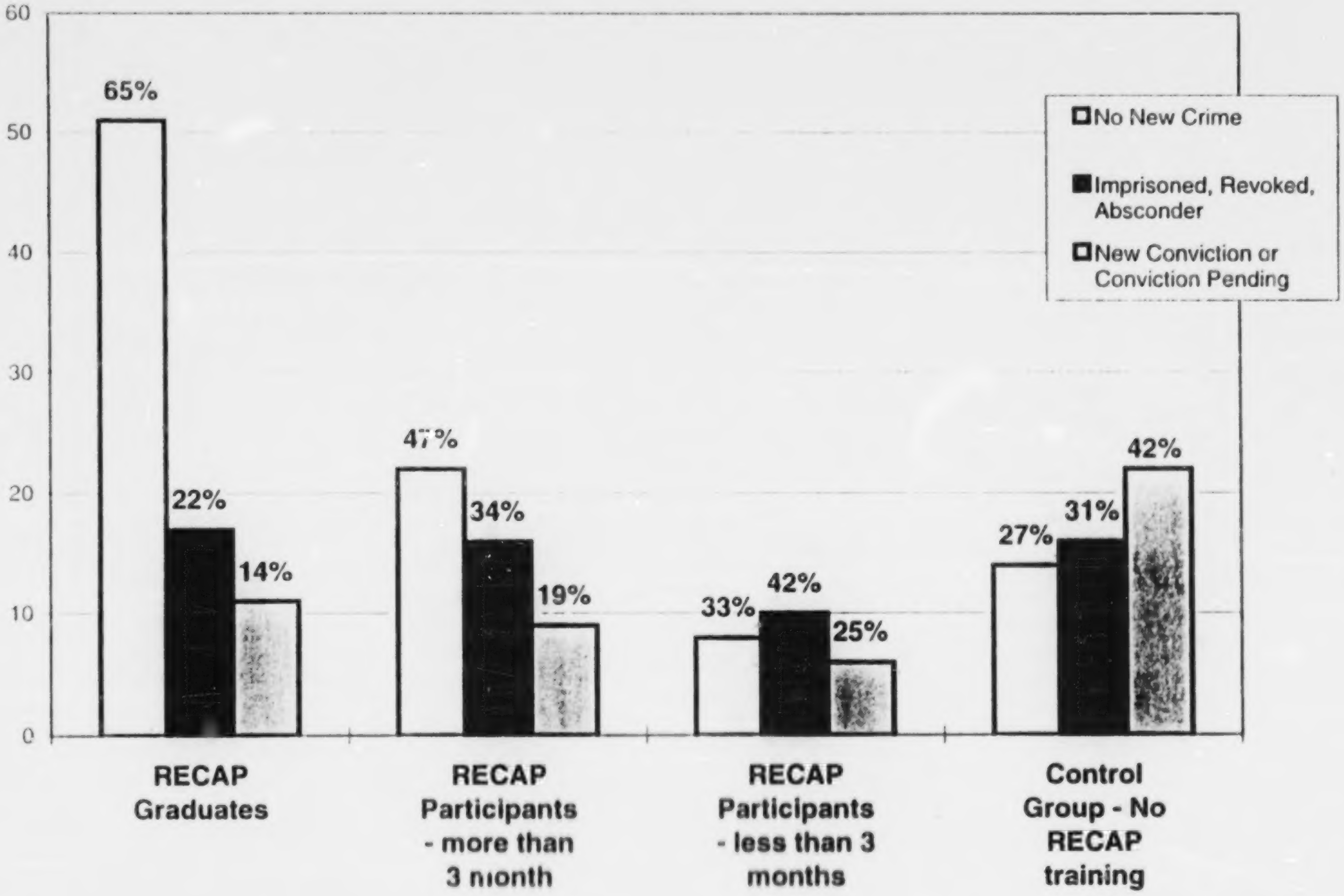


Chart 3

Post-Program Employment Record

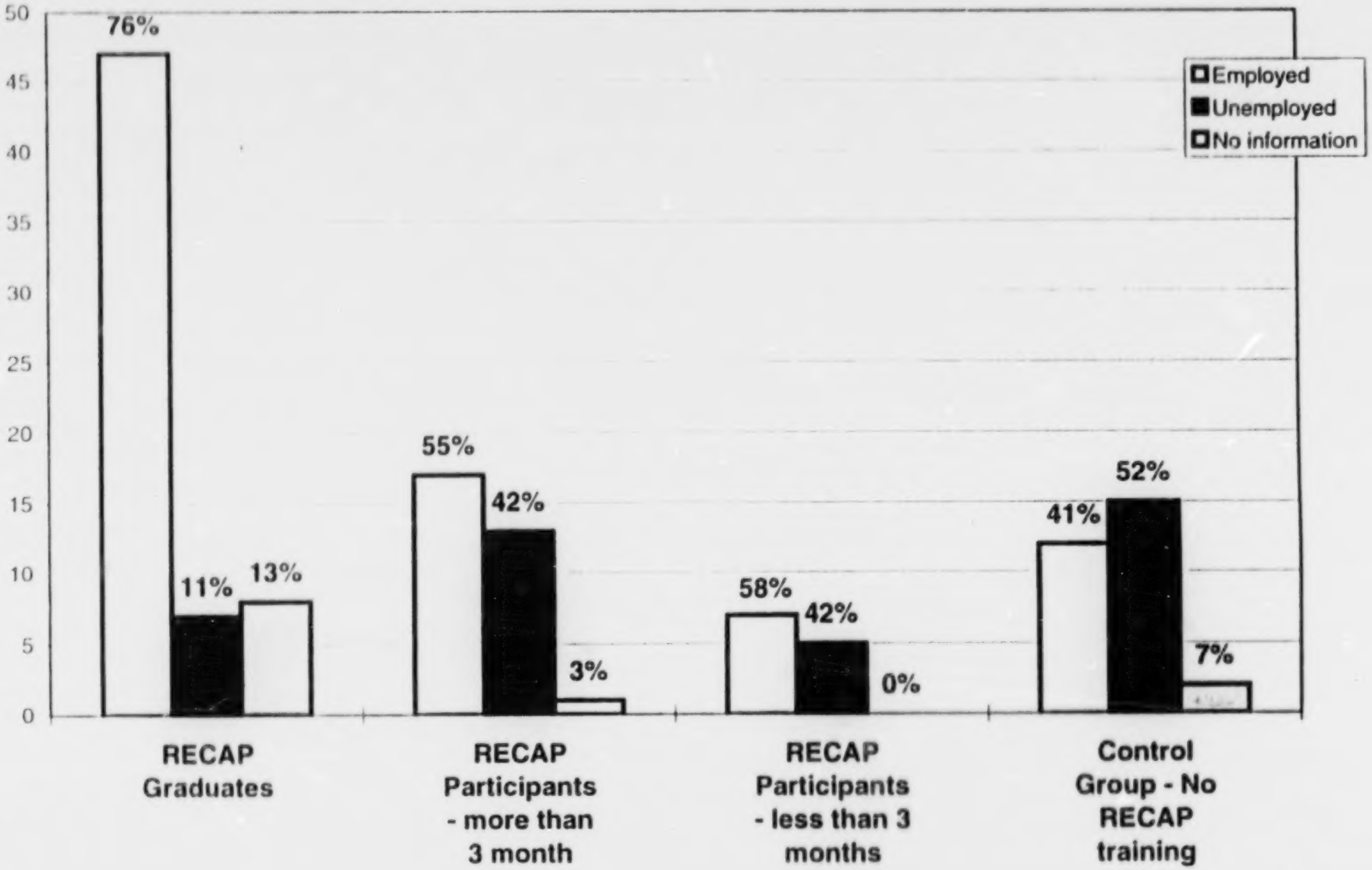
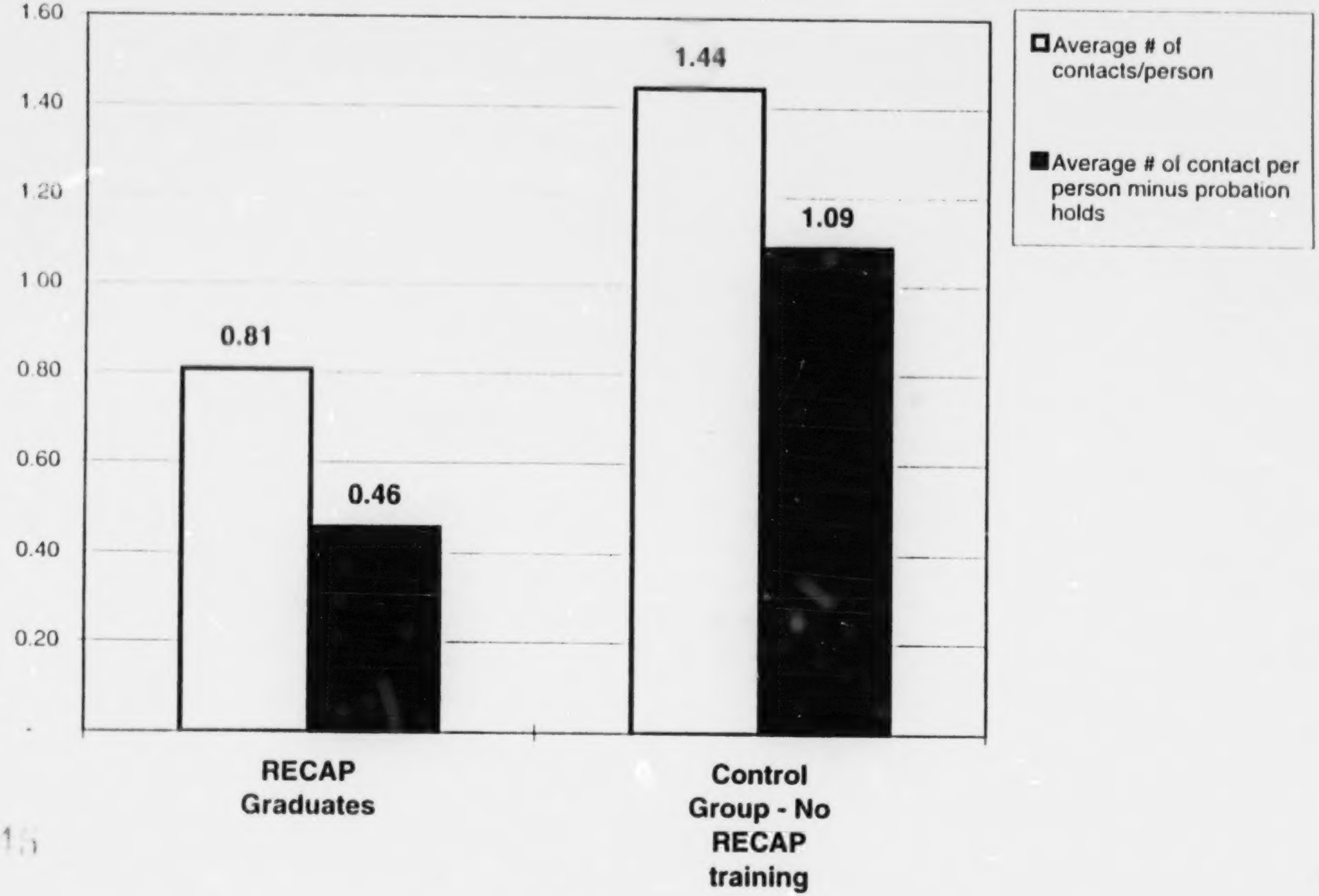


Chart 4

Rock County Jail Average Number of Contacts per Person



RECAP FOLLOW-UP DATA

Client Name:	RECAP	Participant ☐ Graduate ☐ Control Group ☐
Agent Name:		
Today's Date:	Date of Release:	

Please respond to the following question as to the client's status one year after the release date. If that is not possible for whatever reason, please still respond and indicate as of what date that response conforms to your assessment:

____

Recidivism

Has the individual been convicted of a new crime?

No ☐

Yes ☐ If yes, what? ______________________________

Pending ☐

Recidivism means that an individual has been arrested (pending) or convicted (yes) for a crime of equal or greater seriousness than the crime previously convicted for. Arrests for lesser crimes or detentions, such as probation holds, do not constitute recidivism under this definition.

Employment

Is the individual employed? ☐ Full time (30+ hours per week) ☐ Part time ☐ No

Job title: ______________________________

Number of months: __________ Approx. salary or hourly wage: __________

Continuing Education

Is the individual receiving Basic Skills Education / GED / HSED? ☐ Yes ☐ No

If yes, where ______________________________

Has the individual completed GED / HSED? ☐ Yes ☐ No

Vocational Education

Is the individual receiving vocational education or training? ☐ Yes ☐ No

If yes, where ______________________________

Has the individual completed training? ☐ Yes ☐ No

Drug / Alcohol Use

Is the individual using alcohol or other drugs? ☐ Yes ☐ No

If yes, to what extent?

- ☐ Not significant
- ☐ Somewhat significant
- ☐ Very significant

Support Groups

Is the individual attending a support group? ☐ Yes ☐ No

If yes, how many times a month does he/she attend? ______________________________

Center on Education and Work, University of Wisconsin-Madison 9/95

RECAP
Rock County Education and Criminal Addictions Program: A Cooperative Model of Quality

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Contact:

Blackhawk Technical College
1740 W Highway 14
Janesville, WI 53545
608-756-4464
608-756-4121

Rock County Jail
200 Highway 14 East
Janesville, WI 53545
608-757-7991
608-757-7968

Three-year Evaluation Report available upon request from RECAP Beta office. Contact 608-756-4464.

Blackhawk Technical College was initially funded with a three year Department of Education, Cooperative Demonstration Program Correctional Education grant and was recently funded for a follow-up aftercare grant from the same source. Rock County Sheriff's Department will begin the second year of a drug and alcohol treatment construction grant from the Office of Justice Assistance. Literacy services are provided through partnership efforts including Blackhawk Technical College, Rock County Sheriff's Department and AEA grant funds.

Components

RECAP Program Components

The RECAP program components are provided with shared partner responsibility and a variety of financial resources. The components, partners assuming major responsibility and financial resource at inception are listed as:

Program Component	**Responsible Partner**
Live Work & Community Service	RCSD
Criminal Thinking & Group Counseling	RVCP
Employability Skills	BTC
Literacy Video & GED Instruction and SCANS HSED	BTC
Vocational Education	BTC
Construction Instruction	RCSD
Inmate Review Committee	Partners
After Care Services	BTC
Third Party Evaluation	U of WI

Vocational instruction is competency based and certificates of attained skills are given at graduation ceremonies in the areas of Food Service, Construction Assistant, Custodial Assistant, and other short term certificates. AODA group participation is an extensive part of the 40-hour per week structured program. Live work, community service, literacy, and employability instruction are necessary components that complete the program.

RECAP
Rock County Education and Criminal Addictions Program

A Cooperative Model of Quality

- **Designed:** To Educate and Rehabilitate County Prisoners
- **Outcome Goal:** To Reduce Recidivism

Blackhawk Technical College
Rock Valley Correctional Programs
Rock County Sheriff's Department

RECAP Program Focus

Working cooperatively, staff from the three agencies provide:

- Live Work and Work Release Coordination (RCSD)
- Vocational Instruction (BTC, RCSD)
- Criminal Thinking Theory (RVCP)
- Basic Skills Education (BTC)
- AODA Drug and Alcohol Group (RVCP)
- Employability Skills (BTC)

Vocational Education Instruction and Live Work Experience:

- Food Service Aids
- Custodial Assistant Trainee
- Landscaping Assistant / Lawn Care
- Construction Assistant

Community Service:

- Storm cleanup
- Building Construction
- Flood abatement
- Playground construction

Services are provided to individuals **MOST** in need:

- Educational Need
- Employment Need
- Criminal History and AODA Need

Follow-up Support and Referrals (post-incarceration)

RECAP Participant Outcomes

(First three years of program)

Participant Characteristics:

27	Years old, average age of participant
13%	Of participants are female
10th	Grade, average highest grade completed
71%	Are not high school graduates
89%	Have a demonstrated drug or alcohol problem
51%	Of participants were minorities
49%	Of participants were white
64%	Entered with math scores in 0-8th grade range
34%	Entered with reading scores in 0-8th grade range
57%	Entered with writing scores in 0-8th grade level

Progress:

327	Participants
159	RECAP - Graduates (49% participants)
92	Received Food Service Preparation Certificates
53	Received Sanitation Certificates (Food Preparation)
123	Received Custodial Training Certificates
64	Received Landscape Assistant or Lawn Care Training Certificates
41	Received Construction Assistant Certificates (year 3)
32	Painting or Chain Saw Certificate (year 2-3)
15	Wildlife Assistant (year 1 and 2)
56	Completed GED / HSED. Another 71 partially completed.

Community Service: Each RECAP participant earned an average of 105 hours of community service during his/her RECAP participation. 694 days of Good Time were earned by RECAP participants at a savings to the county of $38,170 ($55 a day x 694 days). The attainment of the OJA RECAP/Alpha grant has enhanced the opportunities that can be provided in this area.

Recidivism is the core stake of RECAP's effectiveness. A four-month program, RECAP attempts to change recidivism patterns and uses recidivism as a measure of success. The second year statistics showed that 17% of participants returned to penal institutions as compared to the 65-70% range previously experienced. A current look by the third-party evaluator at all RECAP participants to date shows that RECAP graduates are twice as apt to be successful at not returning to jail or prison as RECAP non-completers. A published report on 3 years of RECAP participants vs. control group will be distributed upon completion.

RECAP, a cooperative education and rehabilitation model combines expertise and professional commitment of three agencies to provide programming that will significantly reduce recidivism of county prisoners. The partnership includes:

- **Blackhawk Technical College (BTC)**
- **Rock County Sheriff's Department (RCSD)**
- **Rock Valley Correctional Programs, Inc. (RVCP)**

RECAP

Rock County Education and Criminal Addictions Program

RECAP (Rock County Education and Criminal Addictions Program) is a cooperative education and rehabilitation program funded by a Department of Education Demonstration grant through Correctional Education. Funded for a total of $252,695 (of which $85,646 is inkind) each year for three years, there is a current effort to make the program self-sufficient at the end of the grant period.

RECAP is a partnership combining the expertise and professional commitment of Blackhawk Technical College, Rock County Sheriff's Department and Rock Valley Correctional Programs for the purpose of reducing recidivism at the county level.

Clients are involved in an active hands-on program that anticipates a more responsible lifestyle as a result of participation and the decision to change. Referrals to RECAP are made by the judicial and corrections system, or are selected from jail inmates. The program is operated at the Rock County Jail and the average time for a participant to complete the program is four months. Participants represent a high level of need as evidenced by assessment in chemical dependency, literacy education, and vocational skills. Completion for graduation, or specific program components, are competency based. Input for evaluations comes from all partners, as well as the inmate's group sessions.

To graduate from RECAP, participants must successfully participate in six areas, and be graded satisfactorily in each:

- **Education:** Basic skills and vocational points are awarded on attendance and participation in educational programs.
- **Group:** Attendance and participation in AODA and criminal thinking sessions.
- **Work:** Live work, community employment and competency certificates of applied vocational skills.
- **Employability Skills:** Pre and post assessments measure effectiveness of job-seeking skills instruction.
- **Evaluation Reports:** Periodic evaluation by staff is done, following the guidelines in the RECAP Handbook.
- **Community Service:** Perform work within the community.

RECAP is predicated on the ability to reduce recidivism. Outside evaluators, the Center of Education and Work at the University of Wisconsin, are currently conducting the second year study to show if RECAP is effective in reducing recidivism. Preliminary data is encouraging.

For further information contact: Cynthia Bagley - RECAP Director
Anita Wilcox - Education Manager, Art Leavens - Treatment Manager
Lieutenant Natter - Vocational/Work Manager at 608-756-4464 or 608-757-7991

Rock County Sheriff's Department **Blackhawk Technical College** **Rock Valley Correctional Programs**

RECAP BETA

Rock County Education and Criminal Addictions Program

RECAP/Beta is designed with three major goals:

1. To provide support at the community level that will reduce recidivism, and
2. To increase the number of RECAP participants that can be served and reduce the cost to the county of incarceration with early release.
3. To continue RECAP support assistance in the community.

RECAP will continue programming at the county jail with the same services. RECAP/Beta will provide follow-up service.

With the addition of RECAP/Beta, participants who are making satisfactory progress (as determined by the RECAP partners) will be allowed to shorten their jail sentence by one month. The one month of early release will involve intense monitored programming in the community. One year of support assistance and training designed to reduce recidivism will be provided through RECAP/Beta.

Early release will allow 25% more inmates to enter the RECAP program at the jail.

After approximately three months of successful participation in RECAP, an inmate will be released with supervised monitoring and stipulation that intensive programming will be continued in the community.

RECAP/Beta activities, following early release, will include the following:

- Individual **Personal Education Plan** will be reviewed and updated to include community-based activities.
- **Alcohol and Drug Counseling, Criminal Thinking Theory and Individual Counseling** will continue in the community. A violence prevention component will be added.
- Placement in **Basic Skills** instructional programs at outreach or where drug and alcohol counseling activities occur.
- An active **Advisory Committee** will give support and assist in necessary decision making.
- Participants will receive **Live Work** and vocational **Education Opportunities** in construction trades in building or rehabilitating county buildings utilizing labor representation (second year only).
- **Cross Training and Staff Development** will be provided for partnership staff.
- **Dissemination and Evaluation** activities will occur.
- **Vocational Training and Job Placement Activities** assistance will be provided by RECAP/Beta. Selected **Short-Term Vocational Training** provided by the grant.

To insure the grant's success, the partners and the outside community will need to continue their excellent support and relationship to one another.

For further information contact: Cynthia Bagley - RECAP/Beta Director
Dorthy Elliott - Job Developer, Judith - Vocational Specialist,
Cathy Pollard - RECAP/Beta Counselor at 608-756-4464

Blackhawk Technical College   Rock Valley Correctional Programs   Rock County Sheriff's Department

SCANS

Secretary's Commission on Achieving Necessary Skills

Adults in county jails throughout Wisconsin need an opportunity for high school completion activities that are directly related to the skills they need for employment. This project supports the development of a 5.09 high school equivalency option, approved by the State Superintendent of Schools, that is based on the competencies identified in the report; SCANS (Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor). SCANS defines a foundation of Basic Skills, Thinking Skills and Personal Qualities.

Participants will also demonstrate competencies using resources needed on the job, interpersonal skills, information and technology as pertinent to entry level employment.

Currently, other available methods of high school completion are not directly related to employment readiness and delay the inmate's entry into job placement following incarceration. All students should be entitled to learn SCANS competencies to enable them to earn a living for themselves and their families.

The client is typically a RECAP (Rock County Education and Criminal Addictions Program) participant who represents a high level of need in areas of literacy education, vocational skills and chemical dependency. Assessment of literacy needs is begun with the ETS Tests of Applied Literacy Skills. These performance-based tests deal with issues of home and family, health and safety, community and citizenship, consumer economics, work, leisure and recreation.

After meeting with the RECAP instructor to distill the information available. a decision was made to benchmark and extrapolate appropriate competencies from the successes of the RECAP program. Writing of competencies, design of checklists, and cross referencing of materials from Workplace Education and other sources has begun.

A number of advisory meetings have been held in conjunction with RECAP. The RECAP Advisory Committee houses experts in many areas; the community, labor, intervention, law enforcement, and education. This group has been a powerhouse of support and information.

Creation of a viable, skills emphasis diploma which will support the released inmate in the search for living wage employment and useful citizen status will be of great benefit to the inmate and to the rest of society, and is anticipated to be the result of these project activities. Upon completion, the SCANS 5.09 would be an education alternative for RECAP participants and for other adult educational programs that choose to adapt it.

For further information contact: Cynthia Bagley - RECAP Director
D.H. Hahn, Project Manager at 608-756-4464 or 608-757-7991

Instructional Program
Blackhawk Technical College

Course Outlines

Lifelong Reading
Course Outcome Summary

District: :
Developers: JUDITH

Course Title: Lifelong Reading
Course Number: 36--3
Credits: 0
Hours of Instruction: 0

	Hours in class:	Hours outside effort:
A. Classroom Presentation	0	0
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	0	
E. On-the-job experience	0	

Text/Resources:

Supplies:

Core Abilities:

°: Apply decision-making skills
°: Acquire the capacity and motivation for life-long learning
°: Acquires and uses information
°: Act responsibly
°: Apply academics
°: Demonstrate team work
°: Work cooperatively
°: Apply decision-making skills
°: Acquire the capacity and motivation for life-long learning
°: Acquires and uses information
°: Communicate in interpersonal and small groups
°:

Competencies and Performance Standards	
1. Demonstrate effective written skills	**Criteria - Performance will be satisfactory when:** •: learner is able to write an error free paragraph •: learner is able to describe five life opportunities to effectively use written communication •: learner is able to write an error free paragraph •: learner can orally describe five life opportunities to effectively use written communication •: learner can demonstrate 100 percent accuracy in one of the following areas: written theme, report, short story, editorial, job description, autobiography, biography, thinking report, or instructor pre-approved topic •: learner is able to write an error free paragraph •: learner can orally describe five life opportunities to effectively use written communication
	Conditions - Competence will be demonstrated: •: in the completion of a written theme that adheres to 100 percent accuracy in grammar, punctuation and spelling •: •: through 100 percent participation in class activites and written questions
2. Explain various purposes of reading	**Criteria - Performance will be satisfactory when:** •: learner is able to name five text formats for occupational content •: learner is able to name three non-text formats for occupational content •: learner can identify popular and classical literature and commentaries on the arts (book reviews, television reviews, movie reviews) •: learner develops a personal reading plan for healthy recreation and occupational information
	Conditions - Competence will be demonstrated: •: through 100 percent participation and cooperation in small group activities throughout the course period •: through hands-on materials containing occupational content (rules, procedures, case studies, memos, checklists, newsletters, catalogs, manuals, textbooks, reports) •: through cooperative examination of tables, graphs, charts, illustraions •: by 100 per cent positive identification of forms of literature and commentaries •: through instructor/learner conference pertaining to personal reading plan •:

3. Interpret consumer product labels	**Criteria - Performance will be satisfactory when:** •: learner can recognize and effectively define general vocabulary pertinant to consumer labels •: learner demonstrates 100 percent accuracy on over-the-counter and prescription medicine label information •: learner is able to read and comprehend household product label information
	Conditions - Competence will be demonstrated: •: through cooperative learning, small group discussions and hands-on experiences •: through instructor observation •: by 100 percent accuracy three check tests
4. Follow directions	**Criteria - Performance will be satisfactory when:** •: learner follows general and specific directions for cleaning a kitchen blender •: learner follows specific directions to successfully fold a business letter for standard-size and short envelopes •: learner can utilize operating instructions for proper use and care of one of the following items: radio, cassette player, digital watch or cd player •: learner can demonstrate knowledge and use of various recipes
	Conditions - Competence will be demonstrated: •: through learner's successful hands-on cleaning of kitchen blender •: when learner successfully folds and mails one of the following : job application, resume, job inquiry, business letter, memo, thank you letter •: when learner can operate one of the following: radio, cassette player, digital watch or compact disk player •: when learner can earn 100 percent accuracy on a recipe information test •:

5. **Read a newspaper**	**Criteria - Performance will be satisfactory when:** •: learner can utilize the newspaper index with 100% accuracy •: learner can summarize a news story with a 100% accuracy using the following cues: who, what, when, where, how •: learner can obtain an 80% accuracy score given 10 opiniion and fact stories •: learner can locate information through the classifieds at a success rate of 80%
	Conditions - Competence will be demonstrated: •: through small group hands-on activities with instructor directed tasks •: through check tests and written questions
6. **Summarize information from consumer advertisements**	**Criteria - Performance will be satisfactory when:** •: learner anwers questions about reading lies and half\truth ads with 80% accuracy •: learner can recognize the emotional ads with 80% accuracy •: learner can determine the difference between ads of specific and glowing generalities with 80% accuracy •: learner is able to identify specific information in magazine offers and compact disk clubs
	Conditions - Competence will be demonstrated: •: through hands-on examination of advertisments, magazine, book and compact disk club offers •: through discussion groups, written materials, check tests
7. **Interpret common legal documents**	**Criteria - Performance will be satisfactory when:** •: learner can identify and define the terms found in credit and rental contracts with 100 percent accuracy •: learner can explain the conditions and responsibilities of a charge account contract •: learner know how to read a warranty for detail with 100% accuracy
	Conditions - Competence will be demonstrated: •: through instructor prepared topic check tests •: through hands-on examination of actual rental, credit, and warranty agreements •: through small group discussions and written study sheets

8. Write a variety of letters	**Criteria - Performance will be satisfactory when:** •: learner uses correct heading, inside address, salutation, body and closing with 100% accuracy in one of the following examples: personal letter, thank you letter, business letter •: learner can independently address an envelope for efficient mailing •: learner is able to write a responsible, error free letter of complaint with a clear, concise solution
	Conditions - Competence will be demonstrated: •: through participation in skill based letter writing sessions •: through written materials, cooperative learning tasks and interviewing community resource professionals •:
9. Write various memos	**Criteria - Performance will be satisfactory when:** •: learner is able to list four essential, structural components of a memo •: learner is able to write an error free memo which includes all necessary information for a clear message •: learner can demonstrate use of memos in daily life by describing concise usage and providing two illusrations
	Conditions - Competence will be demonstrated: •: by active, positive 100 percent participation in class activities and small group hands on writing sessions •: by writing actual memos in response to various, instructor written situations
10. Complete a personal time management plan	**Criteria - Performance will be satisfactory when:** •: learner is able to log a time monitor plan for one week •: learner is able to analyze a one week time log by answering five discovery questions •: learner is able to produce a daily to-do list for one day •: learner can develop a seven-day plan for short term goal setting •: learner can list five of the twenty-five ways to get the most out of the "now" time •: learner can list four of the seven strategies for dealing with procrastination •: learner can identify two long-term goals and three specific strategies for each goal
	Conditions - Competence will be demonstrated: •: through time management exercises in group discussions and written material •: through identification of focused needs •: through the use of hands-on materials

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11. Practice memory techniques	**Criteria - Performance will be satisfactory when:** •: learner identifies four categories for memory improvement •: learner identifies two memory techniques for each category •: learner can describe how five priority memory techniques will directly affect their life on a daily basis
	Conditions - Competence will be demonstrated: •: through error free check tests •: through learner/instructor conferencing •: with small group discussions and written materials
12. Practice conflict resolution	**Criteria - Performance will be satisfactory when:** •: learner can identify five ways to say "I" •: learner can identify seven steps to transform conflict into solution for a win\win outcome •: learner is able to describe five tips for accepting criticism •: learner is able to identify eight qualities of an effective leader
	Conditions - Competence will be demonstrated: •: through printed materials, check tests, and small group discussions •: through instructor created case studies and learner feedback
13.	**Criteria - Performance will be satisfactory when:**
	Conditions - Competence will be demonstrated:

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BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL
200 Highway 14 East
Janesville, WI 53545 608-757-7991

Academic and Career Development Division

Course Outline: **Basic Skills Education Reading 2**
Course Number: 858-341-312
Instructor: Judith Romstad
Times: Monday: 8:30-10:00am, 10:15-11:45am
Friday: 12:30-2:00pm, 2:15-3:45pm
School Year: Spring, Summer, Fall

COURSE SYLLABUS

Course Description: The purpose of this course is to strengthen and improve basic skills in reading. The student will work on improving vocabulary, covering a variety of reading materials found in everyday life by investigating a variety of literature styles, utilizing reading comprehension computer programs and viewing and reporting on GED videos. Critical thinking and problem solving techniques will be a main focus throughout this reading course, especially as those skills pertain to the work environment.

Text:

1. Contemporary GED Preparation for the High School Equivalency Examination - Literature and the Arts.
2. Adult Reading - Comprehension Series (Scott Foresman)
3. Steck-Vaughn - Comprehension Skills Series
4. Better Reading for Better Jobs (J. Weston Walsh, Publisher)
5. Mastering Reading - various vocational areas (Delmer)
6. Critical Thinking for Adults - Steck Vaughn
7. The Key, Adult student newspaper from Milwaukee Technical College
8. Various newspaper and magazine articles
9. Student written material
10. Variety of Classical and Contemporary literature selections

Competency Statement	Content Outline
I. The student will develop techniques for building vocabulary, techniques for determining unfamiliar words, and comprehension skills as related to written materials	I. Building Vocabulary (getting meaning from words) A. Affixes B. Homonyms C. Synonyms D. Antonyms E. Context Clues F. Organization Cues
II. The student will be able to build reading skills in the literal understanding of literature.	II. Literal Understanding (getting meaning from Sentences) A. Main Idea B. Details/ Facts C. Outcome Predictions D. Sequence/Order of Events
III. The student will be able to develop techniques for making an inference - make an educated guess based upon observations and previous knowledge	III. Inferential Understanding A. Making Inferences B. Drawing Conclusions from supporting details C. Interpreting Figurative Language

Course Outline: **Basic Skills Education Reading 2** (cont.)

IV. The student will be able to identify the elements of style and structure in written passages. The student will determine how these elements create an overall effect.	IV. Analyzing Written Material A. Style B. Structure
V. The student will be able to apply learned reading skills to real life situations.	V. Daily Reading Skills A. Newspapers B. Magazines C. Advertisements D. Informational Materials E. Work Materials
VI. The student will be able to distinguish between fact and fiction. The student will recognize the elements of fiction: Setting, plot, point of view, characterization, figurative language and theme.	VI. Forms of Literature A. Non-fiction B. Fiction
The student will distinguish between biography and autobiography readings.	C. Biographies D. Autobiographies
The student will develop skills necessary to understand a variety of literature, including poetry, drama, and commentaries on the Arts.	E. Poetry F. Drama G. Commentaries on the Arts
The student will experience and differenciate between classical and modern selections of literature.	H. Classical I. Contemporary Literature

7-15-95

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BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL
200 Highway 14 East
Janesville, WI 53545 608-757-7991

Academic and Career Development Division

Course Outline: **Basic Skills Education Math 1**
Course Number: 854-311-309
Instructor: As Assigned
Times: Monday 12:30-2:30pm
Wednesday 9-11am, 12:30-2:30pm
Thursday 12:30-2:30pm
School Year: Spring, Summer, Fall

COURSE SYLLABUS

Course Description: The purpose of this course is to provide the student with basic skill instruction in math. Students will work intensively with the instructor to increase their abilities to add, subtract, multiply and divide whole numbers, fractions, decimals and percents and learn to convert fractions and decimals and solve basic integrated word problems. This course will be the step before applied vocational math work.

Text:
Number Power 1, Addition, Subtraction, Multiplication and Division
Number Power 2, Fractions, Decimals and Percents
Number Power 5, Word Problems
Pre-GED Mathematics and Problem-Solving

Competency Statement	Content Outline
I. The student will be able to add, subtract, multiply and divide whole numbers.	
II. The student will be able to add, subtract, multiply and divide fractions and find common denominators.	
III. The student will be able to add, subtract, multiply and divide decimals.	
IV. The student will be able to change decimals to percents and percents to decimals.	
V. The student will be able to find percent of a given number and find the number when the percent is given.	
VI. The student will be able to solve integrated word problems using whole numbers, fractions, decimals and percents.	
VII. The student will be able to analyze graphs and charts in word problems.	

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BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL
200 Highway 14 East
Janesville, WI 53545 608-757-7991

Academic and Career Development Division

Course Outline: **Basic Skills Education Math 2**
Course Number: 854-361-326
Instructor: Patty Keller
Times: Tuesday 8:30-10:00am, 10:15-11:45am
Thursday: 10:15-11:45
School Year: Spring, Summer, Fall

COURSE SYLLABUS

Course Description: The purpose of this course is to provide the student with basic skill instruction in math. Students will work intensively with the instructor to increase their abilities to add, subtract, multiply and divide whole numbers, fractions, decimals and percents and learn to convert fractions and decimals and solve basic integrated word problems. Work will also take place in algebra and geometry as needed. This course will be the step before applied vocational math work.

Text:
Number Power 1, Addition, Subtraction, Multiplication and Division
Number Power 2, Fractions, Decimals and Percents
Number Power 3, Algebra
Number Power 4, Geometry
Number Power 5, Word Problems

Competency Statement	Content Outline
I. The student will be able to add, subtract, multiply and divide whole numbers.	
II. The student will be able to add, subtract, multiply and divide fractions and find common denominators.	
III. The student will be able to add, subtract, multiply and divide decimals.	
IV. The student will be able to change decimals to percents and percents to decimals.	
V. The student will be able to find percent of a given number and find the number when the percent is given.	
VI. The student will be able to solve integrated word problems using whole numbers, fractions, decimals and percents.	
VII. The student will be able to analyze graphs and charts in word problems.	

7-15-95

B.S.E. Math 2
Course Outcome Summary

District: :
Developers: Patricia Keller

Course Title: B.S.E. Math 2
Course Number: 854-361
Credits: 0
Hours of Instruction: 0

	Hours in class:	Hours outside effort:
Continuing Education	0	0

Course Description: Prepares learners to efficiently, responsibly, and independently solve math problems commonly encountered in today's work world and in everyday living through hands-on experiences solving real-life application problems.

Text/Resources:

Supplies:

Core Abilities:

- °: Use mathematical symbols and concepts appropriately
- °: Recognize, define, and solve a problem
- °: Apply common mathematical symbols and concepts to career, home, and community
- °: Demonstrate team work
- °: Demonstrate responsibility, dependability, and respect for others
- °: Acquire the capacity and motivation for life-long learning
- °: Model responsible behavior
- °: Exhibit self-direction by establishing and implementing a plan

Competencies and Performance Standards	
1. **Manage money**	**Criteria - Performance will be satisfactory when:** •: learner demonstrates ability to make money transactions •: learner demonstrates ability to figure the total, tax, and tip of a restaurant bill •: learner compares/contrasts purchasing items with cash, installment plan, rent-to-own, and credit cards
	Conditions - Competence will be demonstrated: •: by utilizing play money provided by instructor in classroom setting to make correct money transactions •: by utilizing restaurant menus provided by instructor in classroom setting to correctly figure a bill total along with calculating tax and tip •: by completing homework assignments comparing and contrasting purchasing options
2. **Calculate percentage application problems**	**Criteria - Performance will be satisfactory when:** •: learner calculates sale prices when given various percent off of catalog and newspaper insert items •: learner calculates down payment percentage and dollar amount of various items
	Conditions - Competence will be demonstrated: •: by correctly completing percentage application word problems on homework assignments and in class utilizing information provided by instructor following the procedures given in class
3. **Create monthly budget**	**Criteria - Performance will be satisfactory when:** •: learner utilizes information gathered from previous experience, personal contacts, newspapers and examples of bills provided by instructor to create a realistic monthly budget •: learner develops a realistic monthly budget where expenses do not exceed income •: learner researches information and develops budget as homework assignment
	Conditions - Competence will be demonstrated: •: by creating a realistic monthly budget within 3 weeks following the guidelines provided in class
4. **Interpret payroll stub**	**Criteria - Performance will be satisfactory when:** •: learner demonstrates ability to check validity and accuracy of a payroll check stub
	Conditions - Competence will be demonstrated: •: by correctly reporting in writing on the validity and accuracy of payroll check stub examples provided by instructor in a classroom setting

5. Perform basic banking transactions	**Criteria - Performance will be satisfactory when:** •: learner demonstrates ability to correctly record and manage various bank transactions
	Conditions - Competence will be demonstrated: •: by accurately completing classroom and homework assignments utilizing procedures discussed in class on bank information and examples provided by instructor
6. Complete federal and state income tax returns	**Criteria - Performance will be satisfactory when:** •: learner gathers necessary personal and financial information needed as stated in tax booklets in order to complete tax returns •: learner correctly records information onto state and federal tax returns form W-2 form •: learner researches tax booklets for answers to questions as they arise •: learner follows directions on tax returns in recording and computing necessary numbers
	Conditions - Competence will be demonstrated: •: by accurately completing personally suitable federal and state income tax returns provided by instructor as a homework assignment following federal and state income tax guidelines

7. Use measuring tools	**Criteria - Performance will be satisfactory when:** •: learner correctly utilizes standard english and metric rulers to measure objects •: learner correctly applies measurement information into appropriate formulas according to guidelines discussed in class •: learner describes liquid measurement equivalents up to a gallon and a liter •: learner correctly changes recipe amounts to match needed servings •: learner demonstrates ability to correctly read and interpret digital and mercury oral thermometers •: learner correctly follows directions for medication dosage
	Conditions - Competence will be demonstrated: •: by correctly using standard english and metric rulers provided by instructor in classroom setting •: by correctly completing homework and in class assignments using various formulas as discussed in class •: by reporting orally or in writing liquid measurement equivalents in classroom setting •: by correctly demonstrating on homework assignments and in class the ability to change recipe serving amounts •: by demonstrating in class how to read digital and mercury oral thermometers •: by reporting on homework assignments the correct steps in administering medication

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BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL
200 Highway 14 East
Janesville, WI 53545 608-757-7991

Academic and Career Development Division

Course Outline: **Basic Skills Education Communications**
Course Number: 851-311-311
Instructor: Patty Keller
Times: Monday, Tuesday, Thursday and Friday: 8:00-9:00am, 12:30-1:00pm
School Year: Spring, Summer, Fall

COURSE SYLLABUS

Course Description: The purpose of this course is to increase entry level academic scores in the content areas of Reading, Writing, and Math and to expand the student's view of the world through a diversity of video presentations: Documentaries, classical and contemporary Literature, vocationally-related materials, and AODA issues. The student will work on subjects sequentially to prepare for the various GED tests, and/or to use as a supplement to classroom instruction or simply as an enrichment activity. The student will practice and improve listening skills, note-taking abilities, creative thinking and problem solving techniques, summarizing, and relaying information in the written form.

Text and Materials:
1. Various video tapes on file at the Rock County Jail
2. Video tapes from Blackhawk Technical College, as needed
3. Video tapes from Rock County Health Care Center library

Competency Statement	Content Outline
I. The student will improve listening skills through watching videos, taking notes, and reporting on these videos.	
II. The student will improve note-taking abilities by reporting and summarizing each video through written communication.	
III. The student will utilize and develop creative thinking abilities by relating to and understanding each of the videos.	
IV. The student will develop and utilize problem solving techniques in answering the questions posed by the various videos, and in reporting on the main idea of each video.	
V. The student will develop summarizing skills through continued written reports on various content area videos.	
VI. The student will improve written communication skills through continued written reports on various content area videos.	

7-15-95

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BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL
200 Highway 14 East
Janesville, WI 53545 608-757-7991

Academic and Career Development Division

Course Outline: **Basic Skills Education English 3 / Communications**
Course Number: 851-398-323
Instructor: Anita Wilcox
Times: Monday: 12:30-2pm, 2:15-3:45pm
Friday: 8:30-10am, 10:15-11:45am
School Year: Spring, Summer, Fall

COURSE SYLLABUS

Course Description: The purpose of this course is to address basic skill deficiencies while also preparing the student for skills employers value most. Therefore, grammar, punctuation, spelling, reading and writing are continuously reviewed. In addition, students are challenged to complete "workplace" tasks requiring 1) listening and oral communication, 2) computer literacy, 3) creative thinking and problem solving, 4) group teamwork, and 5) personal management skills of goal setting and self-monitoring.

Text:

1. Language In Daily Living Series: Verbs and Subjects; Phrases, Clauses and Sentences; Pronouns, Modifiers and Verbals; Punctuation and Capitalization (Steck Vaughn)
2. Grammar Write Away, Books 1 & 2 (Contemporary)
3. GED Writing Sample (Steck Vaughn)
4. Better Reading for Better Jobs (Weston Walch)
5. Spelling Makes Sense (Fearon)
6. The Key, (Milwaukee Area Technical College newspaper)
7. Critical Thinking for Adults (Steck Vaughn)

Competency Statement	Content Outline
COGNITIVE DOMAIN	
I. The student will be able to identify a complete sentence.	I. Sentences-Definition A. Subject B. Verb
II. The student will be able to recognize a sentence fragment.	II. Fragments-Definition A. Missing verbs B. Missing subjects
III. The student will be able to write a simple sentence.	III. Simple sentence A. Supply missing verb B. Supply missing subject
IV. The student will be able to write sentences from his/her experiences.	IV. Original sentences A. Basic sentences B. Basic sentences giving directions
V. The student will be able to edit and revise his/her own sentences.	V. Proofreading written work A. Spelling B. Verb Tense C. Subject/Verb Agreement D. Pronouns E. Capital Letters F. End Punctuation G. Commas

Course Outline: **Basic Skills Education English 3 / Communications** (cont.)

VI. The student will be able to combine related sentences to form a well written paragraph.	VI. Paragraphs A. Topic sentence B. Body C. Conclusion
VII. The student will be able to write specific paragraphs with a specific purpose in mind.	VII. Paragraph Types A. Narrative B. Descriptive C. Informative D. Persuasive
IX. The student will be able to use the P.O.W.E.R. process to express thoughts clearly in a written essay, letter, or free-writing paper.	IX. Writing Process A. P. lan B. O. rganize C. W. rite D. E. valuate E. R. evise

7-15-95

RECAP

BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL
200 Highway 14 East
Janesville, WI 53545   608-757-7991

Academic and Career Development Division

Course Outline: **Basic Skills Education Social Science 3**
Course Number: 859-371-310
Instructor: Sharyn Palmer
Times: Tuesday and Thursday: 6:00-9:00pm
School Year: Spring, Summer, Fall

COURSE SYLLABUS

Course Description: The purpose of this course is to provide students with an understanding of themselves and society; prepare them for citizenship in a democracy; and give them the basics for understanding the complexities of the world community. The study of the Humanities, of which social sciences are a part, is necessary in order to preserve the values of human dignity, justice and the representative processes.

Text:

Competency Statement

I. The student will be able to state and demonstrate the basic concepts of government and interpret the Bill of Rights applying them to everyday life. Also, demonstrate an understanding of the cause & effect of the World Wars & Major Conflicts including the Depression. Analyze major governmental issues such as National Health Care.

II. Student will develop techniques for using the Atlas including the following concepts: latitude, longitude, climate, bodies of water, land forms, natural disasters, and major industries and products.

Content Outline

I. Constitution & Government
   A. Bill of Rights
   B. How a Bill becomes law
   C. Checks & Balances
   D. World Wars & Major Conflicts
   E. Major Presidents & Founding Men & Women from all ethnic backgrounds.
   F. Role of government in Society.

II. Geography
   A. United States
      1. Locate states & their capitals
      2. Climate, products, major industries & land forms
   B. World
      1. Locate continents, countries, bodies of water
      2. Compute time zones
      3. Look at climate differences & product types
   C. Basic Map Concepts
      1. Climate, latitude, longitude, land forms
   D. Compare & Contrast
      1. Tornadoes, volcanoes, earthquakes, etc.

Course Outline: **Basic Skills Education Social Science 3** (cont.)

III. Students will be able to define and interpret the basic concepts of Economics including National incomes, health, birth/death rate, wages and occupations. Will demonstrate a basic knowledge of math necessary to study and interpret basic economics.	III. Economics A. Compare & Contracts different countries: Incomes, birth/death rates, wages and Occupations B. Interpret: Bar graphs, line graphs, and Pie graphs C. Cost/Benefit Analysis
IV. Student will demonstrate a knowledge of the basic Behavioral Sciences	IV. Sociology, Psychology, Anthropology A. Role of Society B. Role of the Family C. Role of the Individual D. Critical Thinking E. Changes in Society through groups and individuals F. The Law and You

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Academic and Career Development Division

Course Outline: BSE Social Science 2 Hoop Dreams
Course Number: 859-361
Instructor: D. W. Hahn
Times: 6 hours
School Year:

COURSE SYLLABUS

Course Description: This course is designed to use a documentary film as a starting point for exploration and discussion of other issues.

Materials:
Video: Hoop Dreams
Text: Accompanying materials

Competency Statement	Content Outline
I. The student generates new ideas by making non-linear or unusual connections.	I. Thinking Metaphorically worksheet.
II. The student will improve listening skills through watching videos, taking notes, and reporting.	II. Video: *Hoop Dreams*
III. The student will demonstrate techniques for drawing conclusions and making inferences.	III. Packet of materials accompanying the video.
IV. The student writes sentences from own experiences.	
V. The student uses diagrams to obtain information.	
VI. The student performs basic computations.	

Teaching Method:
The instructor will use video, class discussion, and participation.

Evaluation:
100% attendance, satisfactory completion of activities accompanying video, and class participation.

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ROCK COUNTY JAIL
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Academic and Career Development Division

Course Outline: BSE Social Science 2 Of Mice and Men
Course Number: 859-361
Instructor: D. W. Hahn
Times: 5 hours
School Year:

COURSE SYLLABUS

Course Description: This class is designed as an efficient presentation of an American classic. Students are to discern and define common literary and film terms.

Materials:
Video: Of Mice and Men
Text: Accompanying materials

Competency Statement

I. The student will identify and define a variety of literary and film terms.

II. The student will distinguish and relate characterization techniques.

III. The student will select proper meaning for selected vocabulary.

IV. The student will assess and weigh his participation in the project.

V. The student will evaluate a character and transfer that information to a personal comparison.

VI. The student will select information from the film and put it into writing on a graphic organizer.

Content Outline

I. Pre- and post-test.
II. Video: *Of Mice and Men*

III. Accompanying materials.

Teaching Method:
The instructor will distribute and monitor pre- and post-tests, as well as accompanying student materials packet. The students will complete activities and watch the video.

Evaluation:
100% attendance, satisfactory completion of student materials, and 70%+ on post-test.

BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL

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Academic and Career Development Division

Course Outline: BSE Social Science 2 Parenting Today
Course Number: 859-361
Instructor: D. W. Hahn
Times: 4 hours
School Year:

COURSE SYLLABUS

Course Description: This course is designed to provide a short exposure to parenting issues.

Materials:

Videos:
1. *Parenting Today: Small Steps, Giant Leaps*
2. *Parents Make A+ Difference*
3. *A Conversation With Magic*

Text: Each video has accompanying materials.

Class Objective:
Students will be able to begin thinking and reacting in a positive manner to toddler development. Students will assess themselves on parenting skills as they relater to school. Students will be required to acquire a score of 70% or better on basic AIDS information.

Competency Statement	Content Outline
I. The student will identify five ways to make the home safer.	I. Video: *Parenting Today—Small Steps, Giant Leaps, 12 months to 3 years*
II. The student will recognize strategies for helping child learn to make choices.	II. Accompanying materials—packet of strategies and questions.
III. The student will concretely identify two ways to bolster child's self esteem.	
IV. The student will list three elements of good day care.	
V. The student will fill out materials identifying transition of new knowledge.	III. Video: *Parents Make A+ Difference*
VI. The student will self-assess her/his contribution to own child's success.	IV. Accompanying material—Parent Involvement Report Card.
VII. The student will learn ways to talk to children about AIDS.	V. Video: *A Conversation With Magic*
VIII. The student will learn essential terms and basic information.	VI. Worksheet 1—pre-test and Worksheet 2—post-test.

Teaching Method:
Video and class discussion with inmates at the Rock County Jail.

Evaluation:
100% attendance, material completion, and 70%+ on Worksheet 2 for *A Conversation With Magic*.

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ROCK COUNTY JAIL
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Academic and Career Development Division

Course Outline: **Civic Overview**
Course Number:
Instructor:
Times:
School Year:

COURSE SYLLABUS

Course Description: The purpose of this course is to introduce, review and strengthen the basic components of government. This course will show how government affects each citizen's daily life at the local, state and federal levels of government.

Text:

1. Beverly Vaillancourt, Government Today, 1988. The Peoples Publishing Group, Inc., Text and workbook.
2. Project 1987, The Constitution, 1991. Scott, Foresman and Company, Text and workbook.
3. Computer program, The Constitution Tutor.

Competency Statement	Content Outline
I. The student will develop an understanding of representative democracy.	I. Discussion of the beginnings of America and define democracy as a form of government.
II. The student will be informed about early American Government and historical documents.	II. Discussion of the Articles of Confederation and constitution.
III. The student will become familiar with the Separation of Powers.	III. Effective learning materials will be used to explain the executive and judicial branches of government.
IV. The student will develop an understanding of the qualifications and duties of the President and Vice-President.	IV. Describe and list qualifications and duties of the President and Vice-President.
V. The student will be able to understand the mechanics of the Presidential Election Day and the President as the chief executive, chief legislator, chief diplomat, commander-in-chief and chief jurist.	V. The process of voting and the President's five important jobs will be explained in detail.
VI. The student will be able to understand the purpose of the Cabinet.	VI. The function of the Cabinet will be discussed.
VII. The student will understand Article I of the U.S. Constitution.	VII. Material will be introduced to illustrate the Qualifications and responsibilities of the House of Representatives, the Senate and The Congress.
VIII. The student will understand the process of how a bill becomes a law.	VIII. Track the process of a bill.

Course Outline: **Civic Overview** (cont.)

IX. The student will be able to explain The Bill of Rights.	IX. Through printed materials, students will discover and explain the first Ten Amendments.
X. The student will be familiar with state government.	X. A presentation and discussion will explain Wisconsin's government, governor, Legislature and court system.
XI. The student will be familiar with the state constitution.	XI. City and town governments and their functions and cities will be discussed.
XII. The student will be able to understand the purpose of taxes.	XII. Illustrations will enable students to distinguish between direct and indirect taxes and to see what their roles are in government.

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BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL
200 Highway 14 East
Janesville, WI 53545 608-757-7991

Academic and Career Development Division

Course Outline: **G.E.D. Class**
Course Number:
Instructor:
Times:
School Year:

COURSE SYLLABUS

Course Description:

Objectives:
To help with the skills needed to pass the G.E.D./H.S. Equivalency. This outline provides an overview of the five subject areas involved. Each subject is covered individually since the student can only test one at a time. The subjects are: Literature and the Arts, Social Studies, Science, Writing, and Math.

NOTE: Participants need to test at 10th grade level on TABE to be ready for time accelerated course.

Text:
G.E.D. - Comprehensive Review Book (Steck-Vaughn), Critical Thinking for Adults (Steck-Vaughn), Capitalization and Punctuation (Steck-Vaughn), Grammar and Usage (Steck-Vaughn), Sentence Structure (Steck-Vaughn).

LITERATURE AND THE ARTS

Supplementary Texts:
Comprehensive Skills (series), Main Idea 1 & 2, Context 1 & 2, Conclusion 1 & 2 (Steck-Vaughn); Official Practice Tests (Form AA and Form BB), (American Council on Education)

* Start by giving the pre-test/predictor test from the G.E.D. book, pages 13-18.

UNIT I: Getting Meaning from Sentences
- A. Understanding Context
- B. Finding the Main Idea
- C. Drawing a Conclusion

Text pages 50-69
Supplementary Text - Critical Thinking pages 42,43,52,57-59
Context 1&2, Main Idea 1&2, Conclusion 1&2
Board work and worksheets
Getting Meaning from Sentences mastery test

Course Outline: **G.E.D. Class - LITERATURE AND THE ARTS** (cont.)

UNIT II: A. Fiction

1. Topic Sentence
2. Supporting Details
3. Main idea
4. Plot
5. Cause and Effect

Text pages 106-118
Supplementary Text - Critical Thinking pages 40, 60-62
Main Idea 1&2
Board work and worksheets

B. Non-Fiction
Text pages 120-125
Worksheets

C. Poetry

1. Rhythm
2. Rhyme Scheme
3. Stanzas
4. Figurative Language
5. Ambiguity

Text pages 79-90, 128-132
Supplementary Text - Critical Thinking pages 38,44,48,55
Filmstrip and worksheets

D. Drama

1. Inference
2. Comedy/Drama
3. Finding the Theme
4. Characterization

Text pages 92-104, 135-139
Supplementary Text - Critical Thinking pages 51, 64-65

E. Commentary

1. Poetry and Drama
2. Television
3. Film
4. Music
5. Dance

Text pages 141-167, 171-174
Supplementary Text - Critical Thinking page 53, Conclusion 1 & 2
Diagnostic Test pages 593-599

*Conclude by giving the Official Practice Test (Form AA or BB)

Course Outline: **G.E.D. Class** (cont.)

WRITING SKILLS

Supplementary Texts:
Official Practice Tests (Form AA or BB), (American Council on Education)

*Start by giving the pre-test/predictor test from the G.E.D. book, pages 40-43

UNIT I: Mechanics
- A. Capitalization
- B. Punctuation
- C. Spelling

Text pages 450-469, 471-475
Supplementary Text - Cap. And Punc. Pages 2-29
Board work and worksheets

UNIT II: Usage
- A. Subject - Verb Agreement
- B. Verbs
  - 1. Tenses
  - 2. Regular Verbs
  - 3. Irregular Verbs
  - 4. Confusing Verbs
- C. Nouns
- D. Pronouns
- E. Adjectives
- F Adverbs
- G. Prepositions
- H Connectors

Text pages 478-517
Supplementary Text - Gram. and Usage pages 2-30
Board work and worksheets

UNIT III: Sentence Structure
- A. What Makes a Complete Sentence
  - 1. The Simple Sentence
  - 2. The Compound Sentence
- B. Mistakes With Sentence Structure
  - 1. Fragments
  - 2. Run-on Sentences
- C. Parallel Construction

Text pages 520-545
Supplementary Text - Sent. Struc. Pages 2-30
Board work and worksheets
Diagnostic Test, Text pages 623-626

*Conclude by giving the Official Practice Test (Form AA or BB)

Course Outline: **G.E.D. Class** (cont.)

SOCIAL STUDIES

Supplementary Texts:
Number Power 5: Graphs, Tables, Schedules, and Maps (Contemporary Books)
Official Practice Tests (Form AA or BB), (American Council on Education)

* Start by giving the pre-test/predictor test from the G.E.D. book, pages 34-39.

UNIT I: Geography
- A. Understanding the Passage
- B. Map Reading

Text pages 392-397
Supplementary Text - Critical Thinking pages 8,9,16
Number Power 5 pages 96-114, 114-119

UNIT II: History
- A. The American Revolution
- B. The Civil War
- C. Immigration and Industrialization
- D. World War I
- E. The Depression
- F. World War II
- G. The Korean War and the Cold War
- H. The Civil Rights Movement
- I. The Vietnam War

Text pages 399-411
Construct a time-line to chronicle major events in American history, 1860-present

UNIT III: Economics
- A. Behavior
- B. Terms

Text pages 413-426

UNIT IV: American Politics
- A. The Declaration of Independence
- B. The Constitution
- C. The Bill of Rights

Text pages 427-432

UNIT V: Cultures of the World
- A. Similarities
- B. Differences

Text pages 441-446
Supplementary Text - Critical Thinking pages 17 and 18

UNIT VI: Graphs
- A. Pictographs
- B. Circle
- C. Bar
- D. Line

Supplementary Text - Number Power 5 pages 10-19, 22-57
Board work and worksheets Diagnostic Test pages 617-620

*Conclude by giving the Official Practice Test (Form AA or BB)

Course Outline: **G.E.D. Class** (cont.)

SCIENCE

Supplementary Texts:
Introduction to General Science (Globe)
Official Practice Tests (Form AA or BB), (American Council on Education)

*Start by giving the pre-test/predictor test from the G.E.D. book, pages 28-33.

UNIT I: Life Science (Biology)

A. The Cell
   1. Structure
   2. Function
   3. Division
      a. Mitosis
      b. Meiosis

Text pages 336-339
Supplementary Text - General Science pages 5-12

B. Plant Growth
   1. Classification
   2. Charts
   3. Photosynthesis

Text pages 342-353
Supplementary Text - General Science pages 13-30
Critical Thinking page 33

C. Cycles
   1. The Nitrogen Cycle
   2. The Carbon-Oxygen Cycle

Text pages 345-346

D. The Human Body
   1. The Heart
   2. The Digestive System
   3. The Endocrine System

Text pages 355-360
Supplementary Text - General Science pages 51-66
Board work and worksheets

UNIT II: Physical Science

A. Earth Science
   1. Our Planet
   2. Rocks and Fossils
   3. Air and Water
   4. Matter

Text pages 362-379
Supplementary Text - General Science pages 109-120, 177-182, 207-218,
Critical Thinking pages 28, 32, 34 and 35

B. Chemistry
   1. The Atom
      a. Electron
      b. Proton
      c. Neutron
   2. Combining Atoms
      A. Equations
      B. Formulas
   3. The Periodic Table

Course Outline: **G.E.D. Class - SCIENCE** (cont.)

Text pages 378-381
Supplementary Text - General Science pages 110-114
Board work and worksheets

- C. Physics
  - 1. Electricity
    - A. Static
    - B. Electron Flow
    - C. Cause and Effect
  - 2. Magnetism

Text pages 383-389
Supplementary Text - General Science pages 121-135
Worksheets
Diagnostic test, Text pages 610-616

*Conclude by giving the Official Practice Test (Form AA or BB)

Course Outline: **G.E.D. Class** (cont.)

MATHEMATICS

Supplementary Texts:
Number Power 2, Fractions, Decimals, Percents (Contemporary Books)
Exercise Book for the Mathematics Test (Cambridge)
Essential Mathematics for Life: Basic Review, Geometry, and Algebra (Scott Foresman)
Official Practice Tests (Form AA or BB)

*Start by giving the pre-test/predictor test from the G.E.D. book, pages 21-25.

UNIT I: Whole Numbers
- A. Addition
- B. Subtraction
- C. Multiplication
- D. Division

Supplementary Text - Exercise Book pages 3, 7-8, 21-40
Board work and worksheets including story problems
Whole numbers mastery test

UNIT II: Fractions
- A. Types of Fractions
  - 1. Proper
  - 2. Improper
  - 3. Mixed
- B. Doing Fractions in the Four Operations
  - 1. Addition
  - 2. Subtraction - Borrowing
  - 3. Multiplication - Canceling
  - 4. Division

Supplementary Text - Number Power 2 pages 7-48
Text pages 178-190
Board work and worksheets including story problems
Fractions mastery test

UNIT III: Decimals
- A. Addition
- B. Subtraction
- C. Multiplication
- D. Division

Text pages 192-203
Supplementary Text - Number Power 2 pages 49-51, 54, 59-69
Board work and worksheets including story problems
Decimals mastery test

UNIT IV: Percent
- A. Finding the Part
- B. Finding the Percent
- C. Finding the Whole

Text pages 213-224
Supplementary Text - Number Power 2 pages 76-80
Board work and worksheets including story problems
Percent mastery test

Course Outline: **G.E.D. Class - MATHEMATICS** (cont.)

UNIT V: Graphs
- A. Different types of graphs
- B. How to do graphs when they are in a story problem

Text pages 234-239
Board work and worksheets
Graph mastery test

UNIT VI: Pre-algebra
- A. Exponents
- B. Roots
- C. Scientific Notation
- D. Order of Operation
- E. Mean, Median, and Probability

Text pages 206-209, 227-232
Board work and worksheets including story problems

UNIT VII: Algebra
- A. Signed Numbers
  - 1. Addition
  - 2. Subtraction
  - 3. Multiplication
  - 4. Division
- B. Solving Equations
  - 1. Doing simple equations
  - 2. Solving Two- and Three-step Equations
  - 3. Gathering unknown before Solving Equations
  - 4. Removing Parentheses Before Solving Equations
  - 5. Solving Literal Equations
  - 6. Solving Inequalities

Text pages 248-266, 290-292
Supplementary Text - Number Power 3, Algebra
Board work and worksheets
Algebra mastery test

UNIT VIII: Graphing on the Coordinate
- A. Locating Points
- B. Making Line Graphs for Equations
- C. Solving Two Equations by Graphing

Text pages 269-273, 280-281
Board work and worksheets

UNIT IX: Geometry
- A. Points, Lines, Planes
- B. Angle Measures
- C. Triangles
- D. The Pythagorean Theorem

Text pages 300-323
Board work and worksheets

Course Outline: **G.E.D. Class - MATHEMATICS** (cont.)

UNIT X: Basic Measurement

- A. Perimeter
  - 1. Rectangles
  - 2. Squares
- B. Area
  - 1. Rectangles
  - 2. Squares
  - 3. Circles
- C. Volume
  - 1. Rectangles
  - 2. Cylinders
  - 3. Pyramids
  - 4. Cones
- D. Circumference
  - 1. Circles
  - 2. Used in Story Problems

Text pages 242-246, 326-329
Board work and worksheets
Diagnostic Test pages 600-606

*Conclude by giving the Official Practice Test (Form AA or BB)

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Course Outline: **G.E.D. Class** (cont.)

THE WRITING SAMPLE

UNIT I: The POWER System of Writing
- A. P - Planning (making a list)
- B. O - Organizing
- C. W - Writing
- D. E - Evaluating
- E. R - Revising

Text pages 550-549
Board work and worksheets

UNIT II: Writing Practice
- A. Start with a few sentences
- B. Increase to one paragraph and then two or more

Board work and worksheets

UNIT III: Essay Writing Practice
- A. Assign a topic, the student will write a 200-word essay
- B. Stress the importance of using the POWER system
- C. Share the essays with other students, who will critique
- D. Students exchange ideas on improving their writing skills
- E. Students should write on several topics, writing improves with practice
- F. The instructor will grade the essays, and critique them

Mastery will be a well-written paper.

BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL
200 Highway 14 East
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Academic and Career Development Division

Course Outline: **Career Possibilities and Employment Skills Training**
Course Number:
Instructor:
Times: Classroom - Tuesday 12:30-2:00pm; 2:15-3:45pm, OR
Thursday 12:30-2:00pm
Workshop - Thursday 2:15-3:45pm
School Year:

COURSE SYLLABUS

Goal: To increase the Employability and Career Decision Making skills of RECAP students by (1) providing resource materials; (2) by requiring students to successfully complete specific competencies; (3) by providing classroom and workshop interactive instruction; and (4) by encouraging collaborative learning by using group activities and peer tutoring.

Text:

Expectations:
Classroom - Nine 1.5 hour sessions:

1. Students will be expected to follow schedule and to attend and to actively participate in class.
2. Students will be expected to complete homework assignments on time.
3. Students will be held accountable for interest in responsible performance. Those choosing not to attend class, not to prepare homework, or not to actively participate will be excluded or reassigned to a less advanced class. Peers will be expected to monitor and encourage responsible performance.
4. Students choosing to go to C or B/D towers need not repeat previous sessions if they retain their materials and can demonstrate mastery of information covered in previous sessions. Returning students should attend workshop sessions and ask to be reassigned accordingly.
5. A Pretest and a Post Test will be used to measure student increase in knowledge. Students scoring less than 80% (80 points) on the Post Test will have one make-up opportunity to be scheduled during workshop times. Students scoring more than 80% on the Pretest will be assigned to a class as a peer tutor.
6. Graduation will be recommended if the student has: (1) completed the course work with active participation and only excused absences; (2) completed all competencies as listed; (3) made up any approved absences; (4) demonstrated a positive attitude towards participation in the world of work; and (5) scored at least 80 points on the Post Test.

Workshop (Thursday 2:15-3:45pm)

1. Students will create a resume on the computer during workshop time. Each should ask for a peer coach to help with the computer. Students will be expected to help others. On a space available basis, students may also work on computers when class is in session, provided they do not disturb the class. If several desire to use the computers, they will rotate every 45 minutes. Computer usage is a privilege and a responsibility.
2. Students may sign up for instructor feedback during workshop time provided they have received a significant amount of peer tutoring first. Each student is responsible for asking for a peer tutor to be available during workshop time.

Course Outline: **Career Possibilities and Employment Skills Training** (Cont.)

3. Students may use workshop time to complete any competencies needing resource materials available only in the classroom.

** Peer Tutors earn the title by completing all course requirements and demonstrating an ability to work effectively with others. The instructor reserves the right to ask a tutor to leave if this ability is not being demonstrated or if work is not on task.

Subject Areas to be Covered During Class Sessions

Session 1 -	Syllabus and Expectations Pre-Test
Session 2 -	"Knowing Yourself" Going to Work Booklet/Values/Goal Setting
Session 3 -	"Learning About Work" Job History/Career Skills Workbook/Employment Themes
Session 4 -	"Exploring Choices/Finding Job Openings" Career Selections/Career Analysis/Job Hunting
Session 5 -	"Applying For Work" Video/Application Guide Sheet
Session 6 -	"Creating Your Resume" Video/Types and Components/Formats
Session 7 -	"Successful Interviewing" Video/Question and Answer Information
Session 8 -	"On the Job" Video - "Success on the Job"/Good Employee Traits/ Performance Evaluation/ Performance Phase worksheet
Session 9 -	"Career Development" Leaving with Style
Session 10 -	"Study Session"
Session 11 -	Post Test

** All class sessions may be expanded, with notice, at any time throughout the course.

** Students may attend Workshop sessions as scheduled after completing the Resume session.

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RECAP Employability Course **COMPETENCY LIST**

Name ______________________

COMPETENCY	DATE COMPLETED	COMMENTS / SCORE
Pretest		
Goal Setting worksheet		
Values worksheet		
My Job Related Story		
Employment Themes		
Career Skills Booklet		
Career Selections on Computer Print-out		
Career Analysis (2)		
Computer How-to Guide		
Resume Video and worksheet		
Resume draft		
Application Video and worksheet		
Application draft		
Interview Video and worksheet		
Performance Evaluation worksheet		
Success on the Job Video and worksheet		
Performance Phase worksheet (2)		
Post Test		
Resume		
Application		
WCIS "Going to Work" Booklet		

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BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL

200 Highway 14 East
Janesville, WI 53545   608-757-7991

Academic and Career Development Division

Course Outline:	**Career Decisions, Custodial Assistant Trainee**
Course Number:	862-341-311
Instructor:	Dan Murray
Times:	Monday, Tuesday, Wednesday, Friday 12:30-3:30pm (varies)
School Year:	Spring, Fall

COURSE SYLLABUS

Course Description: This course is designed to provide basic training in general cleaning procedures, emphasizing hard surface floor care. The successful trainee will be prepared for an entry level position with building or factory maintenance, nursing home or hospital housekeeping, cleaning contractors, churches, restaurants or any of the many institutions and businesses employing custodial personnel.

Text:
Materials made available by De Vere Chemical Company, Inc. 1923 Beloit Ave., PO Box 1076, Janesville, WI 53545-1076.

Competency Statement	Content Outline
I. The student will be able to explain duties of the job and safety and security issues.	I. Job Description and Opportunities Security, Safety, Equipment Familiarization
II. The student will be able to perform hard surface floor care.	II. Procedures in Floor Care A. Stripping B. Preparing floor C. Applying seal and finish D. Using high speed burnisher
III. The student will be able to perform routine floor care.	III. Procedures
IV. The student will be able to perform daily routine building	IV. Procedures Checklist of Work Areas
V. The student will be able to demonstrate an understanding of weekly, bi-weekly and monthly building maintenance care.	V. Procedures Scheduling

Teaching Methods: The instructor will use a lecture format, large and small group discussions, demonstrations, and the "hands on training" situation in the Rock County Jail. Students will become responsible for the basic cleaning of specific areas of the jail with the instructor reviewing techniques and procedures as they work.

Evaluation: A post test will be given to each student before he or she is allowed to complete the program. A score of at least 80% must be attained. Students will be allowed to retest as needed. Students must participate in at least 60 hours of on the job training and 8 hours of classroom instruction to earn a Completion Certificate.

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BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL
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Academic and Career Development Division

Course Outline: **Custodial Assistant Trainee**
Course Number:
Instructor:
Times:
School Year:

COURSE SYLLABUS

Course Description: This course is designed to provide basic training in general cleaning procedures, emphasizing hard surface floor care. The successful trainee will be prepared for an entry level position with building or factory maintenance, nursing home or hospital housekeeping, cleaning contractors, churches, restaurants or any of the many institutions and businesses employing custodial personnel.

DE VERE

De Vere Chemical Company, Inc.
1923 Beloit Avenue, P.O. Box 1076
Janesville, WI 53547-1076 608-752-0576

*De Vere Chemical provides a certificate for all participants who attain competencies.

1. Orientation.
    - A. Outline job description.
    - B. Explain opportunities of entry level position.
    - C. Safety (reading labels, material safety data sheets). If you don't understand label or MSDS, ask someone. You have the right to know what chemicals you're working with.
    - D. Pride in a job well done.
    - E. Security. When working in offices, do not disturb people working. Do not read documents on desks, or repeat conversations overheard. Any incident of theft will immediately terminate trainee from program.
    - F. Familiarization with equipment. Each piece of equipment will be explained as to purpose and function in the program.

2. Hard Surface Floor Care.
    - A. Procedures for stripping floor finish.
    - B. Preparing floor for floor finish.
    - C. Wet mopping with a neutral cleaner twice a week.
    - D. Re-coating traffic lanes.

3. Routine Floor Care.
    - A. Keeping entrance mats clean.
    - B. Dust mopping daily.
    - C. Wet mopping with a neutral cleaner twice a week.
    - D. Re-coating traffic lanes.

4. Building Care, Daily Routine.
    - A. Clean toilets, urinals, wall partitions, sinks, mirrors and floors in restrooms. Most restroom cleaning will be done with a detergent/disinfectant.
    - B. Re-supply paper towels, toilet tissue and soap dispensers in restrooms.
    - C. Empty and clean ashtrays.
    - D. Clean and de-lime drinking fountains and sinks.

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Course Outline: **Custodial Assistant Trainee** (cont.)

- E. Empty trash and replace liners.
- F. During wet weather, mop entrances with neutral cleaner.
- G. Vacuum carpets and entrance mats.
- H. Dust mop floors daily.
- I. Clean glass doors and partitions.
- J. Wipe window sills clean.
- K. Clean chalkboards with water, unless marked "save".

5. Building Care, Weekly, Bi-Weekly, Monthly.
   - A. Dust or polish furniture and window sills. Don't touch employee desks. Weekly.
   - B. Clean elevator doors, frames and interiors. Weekly.
   - C. Wet mop hard surface floors with neutral cleaner twice a week.
   - D. Keep mop boards clean. Weekly.
   - E. Sweep and scrub stairs. Weekly.
   - F. Burnish main corridor and hallways twice a month, offices once a month.
   - G. Clean and polish kick plates on doors. Weekly.
   - H. Spot clean walls, doors and door frames. Weekly.
   - I. Clean light fixtures and shades.

NOTE: When using floor equipment, take care to avoid bumping and damaging doors, door frames, walls and baseboards.

RECAP

De Vere Chemical Company, Inc.
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Course Outline: **Custodial Assistant Trainee** (cont.)

Procedure for Floor Stripping and Applying Floor Finish

Equipment:

1 clean mop for detergent
1 clean mop for rinsing
1 clean mop for applying floor finish. Raykord, 8 ply rayon is recommended.
Putty knife
Floor machine and black strip pad
Pad holder and pad - for manually stripping edges and corners
Stripping solution - De Vere Super Strip
Wet-Vac, if available
Clean, wet rag
Base Kote (sealer)
De Vere Ultra Kote, Hard Kote, Poly Kote, or Floor Kote

Floor Stripping:

1. Sweep or dust mop area to be stripped.
2. Prepare a solution of 1 part De Vere Super Strip and 5 parts hot water. (For heavy floor finish build-up, use 1 part De Vere Super Strip to 3 parts hot water.)
3. Apply the hot solution with a mop to a 10' x 10' area. Keep the floor wet; do not allow solution to dry.
4. Allow stripping solution to stand for 5 minutes, then scrub with floor machine and black strip pad. Use pad holder to get edges and corners machine won't reach. Use putty knife where necessary. **CAUTION**: The floor will become extremely slippery as the old finish is being dissolved. Be careful of your movements and footing.
5. Use wet vac or mop to completely pick up dissolved floor finish.
6. For areas of extreme heavy build-up, procedure may have to be repeated.
7. Rinse at least twice with clean water and mop. We recommend the addition of 1 to 2 oz. of De Vere De-Lime Concentrate or vinegar into rinse water pail. This will neutralize any alkalinity left on the floor.
8. Let floor dry complete before applying floor finish.

Helpful Hints:

1. Apply only as much stripping solution as needed.
2. Use a damp rag to clean any splashed stripping solution from mop boards, walls & furniture before it dries.
3. Always clean and hang up mops after use.
4. Replace stripping pads when clogged or worn.

Floor Finish:

1. Always use a clean mop or applicator, one that is only used for applying floor finish. Dampen mop with water and wring out before use.
2. If using a sealer, apply 1 or 2 coats of De Vere Base Kote.
3. To apply finish, pour directly onto mop until saturated. Spread the finish evenly, with long side-to-side strokes; avoid going over freshly finished areas.
4. To avoid a build-up of floor finish, in non-traffic areas, only the final coat should be applied right up to the baseboards.
5. When applying additional coats, allow at least 30 minutes between coats. Finish must be completely dry before applying another coat.

Finished floors should be dust mopped and damp mopped on a regular basis to remove abrasives and soil to protect the finish. Traffic lanes and other worn areas can be re-coated with excellent results.

RECAP

BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL
200 Highway 14 East
Janesville, WI 53545 608-757-7991

Academic and Career Development Division

Course Outline: **Career Decisions 3, Sanding and Painting Assistant Trainee**
Course Number: 862-372-
Instructor: Daniel Murray
Times: Monday- Friday: 12:30-3:30pm (varies as needed)
School Year: Spring, Summer, Fall

COURSE SYLLABUS

Course Description: This course is designed to provide basic training in the techniques of sanding metal and wood surfaces and in the techniques of primary painting. The successful trainee will be prepared for an entry level position as an assistant painter.

Text:

Competency Statement	Content Outline
I. The student will be able to recognize and follow all necessary safety procedures for sanding and painting metal and wood Surfaces.	I. Safety rules: ventilation, ladders, cleaning solvents, Safe use of electric tools, etc.
II. Recognize tools needed for primary sanding of metal and wood surfaces.	II. 1) Introduction of electric sander, sandpaper, hand sander and rotary sander.
III. Properly handle sanding tools.	III. 1) Preparation 2) Review safe handling 3) Cleaning 4) Storage
IV. Properly clean tools and sanded areas.	IV. 1) Cleaning solvents 2) Use of damp and dry cloths
V. Recognize tools needed for primary painting of metal and wood surfaces.	V. 1) Introduction of painting tools: Types of brushes, types of paint 2) Techniques for use
VI. Properly prep areas to be painted.	VI. 1) Cleaning surfaces 2) Masking 3) Edging materials
VII. Use good follow-up procedures for tools and area after painting.	VII. 1) Cleaning 2) Proper storage of tools 3) Wiping up spatters, etc.

RECAP

BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL

200 Highway 14 East
Janesville, WI 53545 608-757-7991

Academic and Career Development Division

Course Outline: **Construction Assistant**
Course Number:
Instructor:
Times: Classroom: Wednesday 8:45-10:45am
On the Job: Mon/Tues 7:30-11:30am OR Thurs/Fri 7:30-11:30am
School Year:

COURSE SYLLABUS

Course Description: This course introduces the student to basic vocabulary for construction and basic skills necessary to complete a garage. The student will learn how to assist in blueprint reading, cement work, framing, roofing, electrical work, interior finish, exterior finish, masonry, thermal and moisture protection and door and window installation. There will be a pre and post test used to assess knowledge acquisition and competency check offs for the vocational aspects of the course. The course is competency based and a Certificate of Completion will be given when all competencies are met.

Text:

GOAL: To introduce the student to basic vocabulary for construction and introduce basic skills necessary to complete a storage garage for the Rock County Jail, or other construction as designated by the county. The student will increase skill levels by (1) using resource materials provided by RECAP and community donations; (2) completing required competencies; (3) attending and participating in all scheduled class and training sessions; and (4) by working cooperatively and effectively with all staff and co-workers.

8 Class Sessions - 2 hours each
16 On-the-Job Sessions - 3 hours each
4 Homework Assignments
4 Videos & Worksheets
72 Hours - Minimum

Classroom - Eight (8) 2-hour classroom sessions

1. Students will be expected to follow schedule and attend and actively participate in class.
2. Students will be expected to watch videos and complete all homework as assigned.
3. Students must exhibit responsible behavior. Those not attending classroom sessions or scheduled training times will be excluded from the project.
4. If a student is sent to C or D Unit, it may be possible to rejoin the project. RECAP staff will make the decision.
5. A pre and post test will be used to measure increase in knowledge base. A score of 80% will be passing.
6. Students will be evaluated on the job site in areas of attitude, aptitude and attendance. RECAP staff on site will be evaluating. RCSD staff also will have input in these evaluations.
7. Successful completion of this course will occur when the student has:
    1) Completed competencies, as assigned.
    2) Worked actively and participated fully in training areas.
    3) Watched videos and completed all homework assignments.
    4) Attended classroom sessions and showed by attitude and behavior a desire to participate.
    5) Scored at least 80% on the Post Test.

Course Outline: **Construction Assistant** (Cont.)

On-The-Job Training - Sixteen (16) OJT sessions for 3 hours
(You will be assigned either early or late week sessions).

1. Students will be dressed and ready to go at least 15 minutes before session is scheduled.
2. Students will have all materials needed, ready to go.
3. Students will follow all safety rules as taught.
4. Students will not leave job site area for any reason. In an emergency, contact RECAP staff.
5. Each student is responsible for his/her responsible performance.

Competency Statement	Content Outline
I. Pre Test	A. Syllabus B. Expectations C. Pre-test
II. The student will be able to recognize and practice safety techniques in all areas of construction; equipment usage and materials handling.	A. Vocabulary B. Lecture C. Video D. Evaluation Test
III. The student will be able to recognize various parts of the potential structure and explain the various aspects of blueprints.	A. Vocabulary B. Types and components of blueprints C. Description of scale/visualizing completed structure D. Measurement techniques
IV. The student will be able to explain safety and the procedures to follow in setting up concrete forms.	A. Vocabulary B. Form work C. Concrete reinforcement D. Cast-in-place concrete E. Measurement and design F. Equipment needed
V. The student will be able to explain and set up framing for structure walls.	A. Vocabulary B. Rough carpentry C. Measurements needed D. Equipment needed E. Video
VI. The student will be able to list the steps necessary and correctly complete roofing of the structure.	A. Vocabulary B. Roof types-prefabricated wood trusses or Building own rafters C. Shingling techniques D. Flashing and sheet metal E. Sealants F. Equipment needed G. Video
VII. The student will be able to explain the steps necessary and correctly demonstrate interior finish in the structure.	A. Vocabulary B. Building insulation C. Types of interior finishes-gypsum wallboard system, etc. D. Painting E. Equipment needed
VIII. The student will be able to explain the steps necessary and correctly demonstrate exterior finish work in the structure.	A. Vocabulary B. Types of exterior finishes - brick masonry and siding C. Equipment needed

Course Outline: **Construction Assistant** (Cont.)

IX. The student will be able to explain the steps necessary in correct door installation, both large overhead and small side doors.	A. Vocabulary B. Types of doors available-steel doors And wood frames C. Overhead sectional doors D. Finish hardware E. Equipment needed
X. The student will be able to list safety measures used in being involved in any electrical assisting.	A. Vocabulary B. Equipment needed C. Safety rules
XI. Post Test	A. Wrap Up B. Evaluation C. Post-Test

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RECAP

BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL
200 Highway 14 East
Janesville, WI 53545 608-757-7991

Academic and Career Development Division

Course Outline: **Career Decisions 3, Landscape Trainee II**
Course Number:
Instructor: David Barnes
Times: Classroom: One Day Workshop 8:00-12:00 & 1:00-4:00pm (7 hrs)
On-Site: Mondays and Tuesdays OR Thursdays and Fridays
Additional: Wednesdays and Weekends, as needed
School Year:

COURSE SYLLABUS

Course Description: This course is designed to provide comprehensive training in landscaping and horticulture, as well as in techniques for utilizing power tools and heavy equipment. The successful trainee will be prepared for an entry level position with a landscape and lawn care facility, with a working knowledge of safety issues.

Text:

Competency Statement	Course Outline
I. The student will be able to utilize heavy equipment to maintain lawn.	Mow the lawn using a riding mower in large areas and a push mower in trim work.
II. The student will be able to demonstrate horticulture techniques.	Plant flowers, shrubs and trees throughout The grounds as directed by supervisor.
III. The student will be able to demonstrate techniques in proper lawn care and maintenance.	Learn how to water lawn property and how to safely apply fertilizers, herbicides and Insecticides.
IV. The student will be able to demonstrate knowledge in chain-saw operation, terms, necessary safety equipment, safety concerns, maintenance/prevention and upkeep, problem diagnosing and necessary tools.	Study chain-saw operation and safety manual and apply techniques as directed to enhance the grounds.
V. The student will be able to operate chain-saw to rid the grounds of unwanted trees.	Utilizing chain-saw, remove trees, with a diameter of 6 inches or less, that do not enhance the property. Remove all dead and nearly dead trees.
VI. The student will be able to safely utilize necessary power tools and heavy equipment to clean up and beautify the grounds.	Remove unwanted and unappealing fencing; fence posts, brush, bushes, vines, small shed, accumulated field stones, field litter and trash.
VII. The student will be able to maintain power tools and heavy equipment.	Grease and tune-up chain-saw, lawn mowers and any other tools utilized.

Course Outline: **Career Decisions 3, Landscape Trainee II** (cont.)

Teaching Methods:
The instructor, Mr. Barnes, will present a one-day workshop, as well as provide "hands-on" experience and on the job training. Students will be responsible for maintain the lawns, trees, shrubs and plantings in the various grounds controlled by the Rock County Sheriff's Office, as well as other grounds designated by the Sheriff and/or general services. The work supervisor, Mr. Roberts, will oversee the ongoing live work experience.

Evaluation:
The work supervisor, Mr. Roberts, will administer tests and evaluations with assistance from jail supervisors as designated by the RECAP coordinators.

7-15-95

BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL
200 Highway 14 East
Janesville, WI 53545 608-757-7991

Academic and Career Development Division

Course Outline: **Career Decisions 3, Landscape Trainee**
Course Number: 001-412-004
Instructor: Rich Miller/Ciana Olson
Times: Tuesday, 8-11:00am; Live Work Sessions: Mon/Wed or Thurs/Fri 8-12:00pm
School Year: Spring, Fall

COURSE SYLLABUS

Course Description: This course is designed to provide basic introduction and training in landscape and horticulture procedures. The successful trainee will be prepared for entry level positions with lawn care and landscape facilities.

Text:
Materials provided by North Rock instructor.

Competency Statement	Content Outline
I. The student will be able to demonstrate proper planting procedures for trees and shrubs.	I. Installation of trees and shrubs
II. The student will be able to explain soil and site considerations, structures and mulches/ground covers.	II. Study on-site soil composition, site and structure variables, and types of mulches/ ground covers.
III. The student will be able to demonstrate and explain woody plant maintenance.	III. Cultural practices to maintain woody plants
IV. The student will be able to establish and maintain a lawn.	IV. Prepare to establish turf at Care House
V. The student will be able to demonstrate a basic landscape design by preparation of a site sketch.	V. Utilize Care House to foster design ideas
VI. The student will be able to complete a landscape drawing with selected plant materials.	VI. Draw different designs from a prepared site.
VII. The student will be able to explain and identify woody plant materials for landscapes in Southern Wisconsin.	VII. Learn alternative for woody plants for landscaping.
VIII. The student will be able to explain, identify and demonstrate planting and care for common herbaceous annual and perennial plants.	VIII. Prepare to work indoors at K&W Greenery

RECAP

Course Outline: **Career Decisions 3, Landscape Trainee** (Cont.)

Teaching Methods: The instructor will use a lecture format, large and small group discussions, demonstrations and the "hands on" training at the live-work sites to introduce the students to various aspects of this program. Students will be responsible for the landscaping of various sites at the YWCA. The maintenance person from the YWCA (In-Kin contribution) will oversee much of the live-work experience and work supervisor from K&W Greenery will oversee and be the liaison between the classroom instructor and the maintenance person.

Evaluation: A pre and post test will be given to assess what the student has learned before a certificate is given. The live-work supervisor will complete a Work Evaluation at least twice in the eight week session for each student. The areas evaluated will be Attendance, Aptitude and Attitude.

COURSE OUTLINE

Session 1 - Landscape Construction (Preparation for installation of plant materials)
Global Competency: Demonstration of proper planting procedures for trees and shrubs.

Session 2 - Landscape Construction (Review of installation of site - completion, as appropriate)
Global Competency: Explanation of soils and site considerations, structures, and mulches/ground covers.

Section 3 - Arbor culture and Grounds Maintenance
(Cultural practices needed to maintain woody plant materials)
Global Competency: Demonstration and explanation of woody plant maintenance.

Session 4 - Arbor culture and Grounds Maintenance (Preparation to establish turf at site)
Global Competency: Establishing and maintaining a lawn.

Session 5 - Landscape Design (Utilization of site to foster design ideas)
Global Competency: Demonstration of basic landscape design by preparation of a site sketch.

Session 6 - Landscape Design (Drawing different designs from a prepared site)
Global Competency: Completion of landscape drawing with selected plant materials.

Session 7 - Landscape Plants: Trees and Shrubs (Learning alternative woody plants for landscaping)
Global Competency: Completion of landscape drawing with selected plant materials.

Session 8 - Landscape Plants: Annuals and Perennials (Preparation to work indoors at nursery)
Global Competency: Explanation/identification/demonstration of planting and care for common herbaceous annual and perennial plants.

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RECAP

BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL

200 Highway 14 East
Janesville, WI 53545 608-757-7991

Academic and Career Development Division

Course Outline: **Orientation to Quantity Foods**
Course Number: 511-104 (Vocational Course)
Instructor: Joseph Wollinger, Culinary Arts Instructor
Times: Thursday: 2-2:50pm
School Year:

COURSE SYLLABUS

Course Description: The purpose of this course is to provide the student with enough food service mathematical knowledge to allow rapid advancement in the food service industry after the apprenticeship years have been completed.

Text:
1. Math Principles for Food Service Occupations

Mathematics has always been an important part of Quantity Food Production. This course will concentrate on the math necessary for the preparation crew, including weights and measures, portion control, converting standard recipes, and daily production reports.

We will also study math for management procedures - figuring standard recipe costs, pricing the menu, daily food cost reports, inventories, financial statements, and break even analysis.

Class Objective:
The objective of this course is that the material contained in this course will provide the student with enough food service mathematical knowledge to allow rapid advancement in the food service industry after the apprenticeship years have been completed.

Attendance Policy:
Attendance will be 10% of your final grade. Thus, perfect attendance is warranted and expected. If for some reason you must be absent, please notify instructor in advance.

Grading Procedures:

Tests and quizzes	50%
Final Exam	40%
Attendance	10%

Competency Statement	Content Outline
I. Student will identify various weights and measures.	I. Teaspoon, tablespoon, pint, quart, gallon, ounce, pound, bunch, dozen, each, crate.
II. Student will identify and use measuring and weighing devices.	II. Measuring spoons, scales, bakers scale, ounce scale, pound scale.
III. Student will become familiar with other measuring devices.	III. Scoops, ladles, dippers.
IV. Portion control. Student will define portion control, and reasons for portion control.	IV. Portion control A. Eliminate leftovers B. Less storage required C. No waste D. Less labor cost

RECAP

Course Outline: **Orientation to Quantity Foods** (cont.)

V. Cost per serving. Student will define cost per serving and perform cost per serving with 75% proficiency.	V. Cost per serving. Number of ounces divided by total cost equals cost per ounce. Multiply Number of ounces by cost per ounce.
VI. Student will learn to figure amounts to prepare with 75% proficiency.	VI. Converting pounds to ounces and multiplying By ounces served.
VII. Student will learn to convert standard recipes.	VII. Multiplying and dividing standard recipes.
VIII. Student will define and work daily food production reports with 75% proficiency.	VIII. Daily food production reports A. Over and under production B. Leftovers C. Purchasing D. Labor cost E. Waste F. Theft
IX. Student will become familiar with back of the house business forms.	IX. Business forms A. Requisitions B. Invoices C. Purchase orders D. Purchase specifications
X. Student will learn production formulas.	X. Twenty formulas found to be helpful to Increase productivity.
XI. Student will learn to figure standard recipe costs.	XI. Costing out of standard recipes.
XII. Student will learn to price a menu with 75% proficiency.	XII. Markups - food cost percent.
XIII. Student will define and learn to use a daily food cost report.	XIII. Total cost of food for today, to date, and Last month to date.
XIV. Student will define and use financial statements with 75% proficiency.	XIV. Financial statements. A. Profit and loss statement B. The balance sheet C. Break even analysis

7-15-95

RECAP

BLACKHAWK TECHNICAL COLLEGE
ROCK COUNTY JAIL

200 Highway 14 East
Janesville, WI 53545   608-757-7991

Academic and Career Development Division

Course Outline: **Career Decisions 3, Food Preparation Trainee**
Course Number: (In-Kind Contribution) 862-311-312
Instructor: Steve Kilen, Head Dietitian, Rock County Jail
Times: Monday, Wednesday, Thursday and Friday 6:30am - 12:30pm
School Year: Spring, Fall

COURSE SYLLABUS

Course Description: This course is designed to provide basic training in food service preparation procedures. Students will learn to prepare a variety of food in an institutional kitchen. They will learn correct safety procedures for food preparation using institutional kitchen equipment and also in using institutional dishwashers and double tanks.

Text:
Materials made available by Rock County Jail.

Competency Statement	Content Outline
I. The student will be able to prepare relishes and vegetables.	I. Procedures A. Correct utensils B. Appearance and Waste C. Cutting tips D. Use of time
II. The student will be able to bake yeast breads, cookies and muffins	II. Procedures A. Correct utensils B. Measurement/Mixing C. Shape and Appearance D. Color and Texture E. Flavor F. Use of time
III. The student will be able to prepare various soups.	III. Procedures A. Correct utensils B. Measurements C. Consistency D. Appearance and Tests E. Use of time
IV. The student will be able to prepare poultry.	IV. Procedures A. Cleaning and Appearance B. Breading or Seasoning C. Deep frying or Baking D. Correctly cleaned E. Use of time

Course Outline: **Career Decisions 3, Food Preparation Trainee** (cont.)

V. The student will be able to prepare an institutional sack lunch.	V. Procedures A. Slicing bread B. Correct amounts 1. Meat 2. Vegetable(s) 3. Cheese 4. Mayonnaise / Mustard
VI. The student will be able to prepare deep fried foods.	VI. Procedures A. Temperature B. Amount in baskets C. Doneness and Appearance D. Color E. Use of time

Teaching Methods: The instructor will use a lecture format, large and small group discussions, demonstrations, and the "hands on training" situation in the Rock County Jail kitchen. Students will be involved in the daily feeding of 450 plus inmates. The instructor will review techniques and procedures as they work and also students will meet once a week with the instructor as a group.

Evaluation: Tests will be given throughout the course at the discretion of the instructor. A post test will be given to each student before he or she is allowed to complete the program. A score of at least 80% must be attained. Students will be allowed to retest as needed. Students must participate in at least 96 hours of "on the job" training and 8 hours of classroom instruction to earn a Completion Certificate.

7-15-95

BLACKHAWK TECHNICAL COLLEGE
P.O. BOX 5009
6004 PRAIRIE ROAD
JANESVILLE, WISCONSIN 53547
TELEPHONE: (608) 756-4121

COURSE CURRICULUM

COURSE NUMBER: 511-147 CREDITS: 3

COURSE TITLE: Sanitation and Safety

DIVISION: Service Occupations PROGRAM ASSIGNMENT: Culinary Arts

PREREQUISITES: N.A.

TOTAL POTENTIAL HOURS OF INSTRUCTION	54
CLASSROOM HOURS	54
LAB HOURS	
SHOP HOURS	
CLINICAL OR OCCUPATIONAL HOURS/WEEK	
FIELD EXPERIENCE HOURS	
TOTAL STUDENT HOURS/WEEK	3
LENGTH OF COURSE (WEEKS)	18

PREPARED BY: Joe Wollinger DATE: April 1990
REVISED BY: Joe Wollinger DATE: August 1993

COURSE DESCRIPTION:

A complete study of food sanitation, safe food handling practices, practice of high standards of personal health and hygiene, rules of safety in working with equipment, fire safety practices, sanitation regulations and enforcement licensing and enforcement regulation, and management of hazardous substances. Serv-safe Cardio Pulmonary Resuscitation, and First Aid certification are required for completion of the course.

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BLACKHAWK TECHNICAL COLLEGE

COURSE NUMBER: 511-147

COURSE TITLE: Sanitation and Safety

COMPETENCY STATEMENT	CONTENT OUTLINE
I. First class session A. Student will be explained the importance of sanitation and safety	I. First class session A. Discussion on importance of safety and sanitation at school and in the work place and how it relates to the public health department
II. Second, third, fourth, fifth, sixth, seventh class sessions A. First aid and CPR certification training	II. Second, third, fourth, fifth, sixth and seventh class sessions A. Complete American Heart Association CPR training course and Red Cross first aid training course
III. Eighth class session A. Student will identify micro-organisms that are harmful and helpful in food service	III. Eighth class session A. Why are micro-organisms of concern to food service managers? B. What type of micro-organisms are associated with food-borne illness? C. Aerobic and anaerobic D. Four phases of bacteria growth E. P.M. F. Mold G. F.A.T.T.O.M.
IV. Ninth class session A. Student will identify contamination causes and effects and types of food-borne illnesses	IV. Ninth class session A. Biological, physical, and chemical hazards B. Infection and intoxication C. Cross-contamination D. Control measures E. Disease carriers F. Staphylococcal G. Clostridium perfringens H. Bacillus cereus I. Botulism J. Salmonellosis K. Shigellosis L. DANGER ZONE - HACCP training
V. Tenth class session A. Students will review Chapters, 1, 2, 3	V. Tenth class session A. Review competencies of Chapters 1, 2, 3, for test
VI. Eleventh class session A. Student will identify sources of safe food and government's role in protecting food and keeping food safe in their own establishment through proper storage techniques	VI. Eleventh class - approved sources A. Meat B. Poultry C. Eggs D. Seafood E. Milk F. Processed foods G. First in; first out H. Refrigeration I. Freezer J. Deep chilling K. Dry storage L. Storage principles

COMPETENCY STATEMENT	CONTENT OUTLINE
	M. Labeling and dating
VII. Twelfth class session A. Student will identify time and temperature principle and correct way to hold hot foods, protect leftovers, and keeping food safe with the dangers in and around us	VII. Twelfth class session A. Thawing foods properly B. Correct cooking temperatures C. Heat distribution D. Using proper ingredients E. Choosing the right thermometer F. Self-service G. Mobile kitchens H. Ten commandments of safe food service I. Rules for personal hygiene J. Management's responsibilities K. Training safe food handlers L. Supervision
VIII. Thirteenth class session A. Student will identify sanitary laws in relation to construction of facilities, equipment, utilities, garbage and trash disposal, and dishwashing and sanitizing enabling student to design an organization cleaning program	VIII. Thirteenth class session A. Interior construction, floors, covering, air gap B. Equipment C. Water supply D. H.V.A.C. E. Toilets F. Cleaning agents G. Sanitizing principles H. Machine and manual ware washing I. Storage J. Air drying
IX. Fourteenth class session A. Student will identify common pest control problems and remedies. Student will identify accident procedures in the food service establishment.	IX. Fourteenth class session A. Cockroaches B. Flies C. Methods of killing D. Rats, mice E. Birds F. Pesticides G. Working with a pest control operator H. Causes of accidents I. Preventing fires J. Flash point K. Safety survey
X. Fifteenth class session A. Student will identify how to manage a sanitary and safe food service	X. Fifteenth class session A. Closing the training gap B. Planning a training program C. Implementing training program D. Evaluating training outcomes E. Government regulations F. N.S.F. G. NRA H. Local health regulations I. Self-inspectors J. Put yourself in the customer's place

COMPETENCY STATEMENT	CONTENT OUTLINE
	K. OSHA - right to know M.S.D.S.
XI. Sixteenth class session A. Review	XI. Sixteenth class session A. Chapters 1, 2, 3, 4, 5, 6, 7
XII. Seventeenth class session A. Review	XII. Seventeenth class session A. Chapters 8, 9, 10, 11, 12, 13, 14, 15
XIII. Eighteenth class session A. Final	XIII. Eighteenth class session A. Take certification test

Instructional Program
Blackhawk Technical College

Competency Certificates

COMPETENCY CERTIFICATE

This is to certify that:

____

Achieved the competencies acknowledged on the reverse side for the

CUSTODIAL ASSISTANT

course in the Rock County Education & Criminal Addictions Program

(RECAP).

From ____________ *To* ____________

____________________	____________________	____________________
Blackhawk Technical College	*Rock County Sheriff's Department*	*Rock Valley Corrections Program*

CUSTODIAL ASSISTANT TRAINEE

COMPETENCIES:

1. Understanding of safety and security issues.
2. Knowledge of hard surface floor care.
3. Knowledge of routine floor care.
4. Understanding of daily building care.
5. Understanding of weekly, bi-weekly and monthly building care.

COMPETENCY CERTIFICATE

This is to certify that:

____

Achieved the competencies acknowledged on the reverse side for the

INTRODUCTION TO LANDSCAPING / HORTICULTURE

course in the Rock County Education & Criminal Addictions Program

(RECAP).

From ______________ *To* ______________

Blackhawk Technical College

Rock County Sheriff's Department

Rock Valley Corrections Program

INTRODUCTION TO LANDSCAPING / HORTICULTURE

The student has completed course work and "live-work" training and is able to:

Instructor Initials:

Classroom	On-Site	
________	________	1. Follow proper planting procedures for trees and shrubs.
________	________	2. Explain soil and site considerations, structures and mulches / ground covers.
________	________	3. Ability to explain and follow proper woody plant maintenance.
________	________	4. Establish and maintain a lawn.
________	________	5. Prepare a basic landscape design using a site sketch.
________	________	6. Complete a landscape drawing using selected plant materials.
________	________	7. Explain and identify woody plant materials for landscapes in Southern Wisconsin.
________	________	8. Explain, identify and demonstrate planting and care for common herbaceous annual and perennial plants.

COMPETENCY CERTIFICATE

This is to certify that:

____

Achieved the competencies acknowledged on the reverse side for the

FOOD SERVICE PREPARATION

course in the Rock County Education & Criminal Addictions Program

(RECAP).

From ____________ *To* ____________

Blackhawk Technical College	*Rock County Sheriff's Department*	*Rock Valley Corrections Program*

FOOD SERVICE PREPARATION

COMPETENCIES:

PREPARATION OF:

1. Relishes / Vegetables
2. Yeast Bread
3. Cookies
4. Muffins
5. Soups
6. Deep Fried Foods
7. Poultry
8. Sandwiches

KNOWLEDGE & USE OF:

1. Dishwasher / Double Tank
2. Institutional Kitchen Equipment

CERTIFICATE

Of
PARTICIPATION
PRESENTED TO

____

Rock County Education & Criminal Addictions Program

RECAP

____
Blackhawk Technical College

____
Rock County Sheriff's Department

____
Rock Valley Corrections Program

____________ *to* ____________

COMPETENCY CERTIFICATE

This is to certify that:

____

Achieved the competencies acknowledged on the reverse side for the:

ELECTRICAL ASSISTANT

course in the Rock County Education & Criminal Addictions Program (RECAP)

From ____________ *To* ____________

Blackhawk Technical College	*Rock County Sheriff's Department*	*Rock Valley Correctional Programs*

ELECTRICAL ASSISTANT

COMPETENCIES:

The student is able to:

1. *Explain what SMURF means.*
2. *Recognize and explain use of right angle drill.*
3. *Explain what a GFI plug is and where it is used.*
4. *Give the normal depth of trench wire.*
5. *Explain what is done before wiring a plug for service.*
6. *Describe a PVC bender and explain its use.*
7. *Give explanation of color codes used in electrical wiring.*

COMPETENCY CERTIFICATE

THIS IS TO CERTIFY THAT

____

ACHIEVED THE COMPETENCIES ACKNOWLEDGED ON THE REVERSE SIDE FOR THE

LAWN MOWING AND MOWER TROUBLESHOOTING

COURSE IN THE ROCK COUNTY EDUCATION AND CRIMINAL ADDICTIONS PROGRAM (RECAP)

FROM: ____________ *TO:* ____________

Blackhawk Technical College	*Rock County Sheriff's Department*	*Rock Valley Correctional Programs*

LAWN MOWING AND MOWER TROUBLESHOOTING ASSISTANT

COMPETENCIES:

The student is able to:

______ 1. Complete a two (2) hour instructional session on safety and mowing procedures.

______ 2. Learn to safely operate a riding lawn mower.

______ 3. Learn to safely operate a push lawn mower.

______ 4. Learn to safely operate a weed trimmer.

______ 5. Complete at least 30 hours of on-the-job training.

______ 6. Follow all procedures given, both written and verbal.

______ 7. Pass a Post Test with a score of at least 80%.

COMPETENCY CERTIFICATE

This is to certify that

____

Achieved the competencies acknowledged on the reverse side for the

CONCRETE ASSISTANT

course in the Rock County Education and Criminal Addictions Program
(RECAP)

From ______________ To ________________

Blackhawk Technical College

Rock County Sheriff's Department

Rock Valley Corrections Program

CONCRETE ASSISTANT

COMPETENCIES:

The student is able to:

1. Recognize and follow all necessary safety procedures for preparing and doing concrete work.
2. Recognize and properly handle the tools needed for concrete work.
3. Properly prepare area for concrete work.
4. Properly prepare the forms for concrete work: squaring, measuring, staking, and bracing.
5. Properly follow pouring techniques.
6. Properly follow surface preparation techniques: edging, troweling, and leveling.

COMPETENCY CERTIFICATE

This is to certify that

____

Achieved the competencies acknowledged on the reverse side for the

SANDING AND PAINTING ASSISTANT

course in the Rock County Education and Criminal Addictions Program
(RECAP)

From ______________ To ________________

______________________	______________________	______________________
Blackhawk Technical College	*Rock County Sheriff's Department*	*Rock Valley Corrections Program*

SANDING AND PAINTING ASSISTANT

COMPETENCIES:

The student is able to:

1. Recognize and follow all necessary safety procedures for sanding and painting metal and wood surfaces.
2. Recognize tools needed for primary sanding of metal and wood surfaces.
3. Properly handle sanding tools.
4. Properly clean tools and sanded areas.
5. Recognize tools needed for primary painting of metal and wood surfaces.
6. Properly prepare areas to be painted.
7. Use good follow up procedures for tools and area after painting.

COMPETENCY CERTIFICATE

This is to certify that:

____

Achieved the competencies acknowledged on the reverse side for the:

SIDING ASSISTANT

course in the Rock County Education & Criminal Addictions Program (RECAP)

From ________________ To ____________________

Blackhawk Technical College

Rock County Sheriff's Department

Rock Valley Correctional Programs

SIDING ASSISTANT

COMPETENCIES:

The student is able to:

1. *Identify different pieces of siding.*
2. *Name the tools needed for siding.*
3. *Make angle cuts.*
4. *Use caulk when and where needed.*
5. *Install soffit and fascia.*
6. *Calculate the amount of siding needed for the job.*
7. *Properly install vinyl siding.*

COMPETENCY CERTIFICATE

This is to certify that:

____

Achieved the competencies acknowledged on the reverse side for the:

ROOFING ASSISTANT

course in the Rock County Education & Criminal Addictions Program
(RECAP)

From ________________ To ____________________

Blackhawk Technical College

Rock County Sheriff's Department

Rock Valley Correctional Programs

ROOFING ASSISTANT

COMPETENCIES:

The student is able to:

1. *Identify tools needed for the job.*
2. *Understand the use of fascia board.*
3. *Properly nail shingles.*
4. *Follow safety procedures while on the roof.*
5. *Start a row of shingles.*
6. *Know the amount of shingles needed.*
7. *Install ridge caps and flashing.*
8. *Keep shingles in line.*

COMPETENCY CERTIFICATE

This is to certify that

____

Achieved the competencies acknowledged on the reverse side for the

FRAMING ASSISTANT

course in the Rock County Education and Criminal Addictions Program
(RECAP)

From ______________ To ________________

____
Blackhawk Technical College

____
Rock County Sheriff's Department

____
Rock Valley Corrections Program

FRAMING ASSISTANT

COMPETENCIES:

The student is able to:

1. Recognize and follow all necessary safety procedures for framing work.
2. Recognize and properly handle the tools needed for framing work.
3. Identify different types of lumber.
4. Understand the different uses and sizes of nails.
5. To figure angles for proper cuts.
6. Properly use a level.
7. Properly clean tools and area after completing framing work.
8. Work together as a team to ensure job will be done on time and be cost efficient.

Instructional Program
Blackhawk Technical College

SCANS509 High School Equivalency

Program Proposal for

5.09 SCANS HSED FOR INCARCERATED OPTIONS

AEA - Special Demonstration Grant - 941
Wisconsin Technical College System, Madison, WI
Lou Chinnaswamy, Consultant
Blackhawk Technical College, Janesville, WI
M. Antonelli, Dean
C. Bagley, Corrections Education Director
D. Hahn, Project Manager

Presented to:
Department of Public Instruction
Madison, WI
6-28-95

SCANS 5.09 for the Incarcerated

Premise:
As jail inmates' opportunity became greater through the attainment of a Department of Education, Office of Correctional Education Special Demonstration grant that provided for the addition of vocational education community service and drug and alcohol counseling to the already operating AEA basic skills curriculum, it became increasingly evident that the traditional GED program did not always meet the need for relevancy based on the world of work.

To meet the need for a high school equivalency option that was directly related to vocational curriculum and experience, as well as prepare inmates for employment upon return to the community, the SCANS 5.09 high school equivalency was proposed to Lou Chinnaswamy, Staff Development and Special Demonstration Consultant for the Wisconsin Technical College system.

With Mr. Chinnaswamy's encouragement and support, a year of program development was underway and completed in May of 1995.

The high school equivalency program is based on the necessary skills declared by the U.S. Secretary of Labor to be essential in the workplace. The enclosed document includes the competency checklists that accompany these stated skills.

The SCANS 5.09, as is protocol in Wisconsin, was presented and approved by the Wisconsin Department of Public Instruction, who grants the actual high school equivalency. The RECAP advisory committee was an active part of the development process. Thus, three educational agencies, the Wisconsin Technical College System, the Wisconsin Department of Public Instruction, and Blackhawk Technical College cooperated to insure the SCANS 5.09 development. Actual implementation began in 1995.

9-26-95
premise wpd

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Program Definition

This competency based program is submitted to the Wisconsin Department of Public Instruction under P.I. 5.09 SCANS HSED FOR THE INCARCERATED of the Wisconsin Administration Code. It is designed to award a high school equivalency diploma which will be issued by the State Superintendent of Public Instruction. Those making application for this credential will have attained knowledge and skills documented as essential to all students by the Secretary's Commission on Achieving Necessary Skills (SCANS) of the U.S. Department of Labor. Areas of study included are reading, writing, mathematics and thinking skills. Workplace competencies on necessary skills concerning technology, systems, interpersonal skills and the personal skills of responsibility and integrity are included. In addition, students will also address competencies in career development, health and parenting. A live-work vocational component will be part of this diploma, as well as achievement in dealing with AODA issues.

Program Intent

Adults in county jails throughout Wisconsin need an opportunity for high school completion activities that are directly related to the skills needed for gainful employment. This proposal supports the development of a high school equivalency option that is based on the competencies identified in the SCANS report. Currently, other available methods of high school completion are not directly related to employment readiness and delay the inmate's entry into job placement following incarceration. A skills focused 5.09 SCANS USED FOR THE INCARCERATED will better serve this clientele who have missed the opportunity for a regular diploma or other options such as the GED.

Program Rationale

Inmates at the county jail report a limited work history, often lacking a work history of the developmental job tasks associated with the teenage years. The RECAP program attempts to provide basic vocational experience and developmental tasks to compensate and that will prepare them for the world of work.

The SCANS 5.09 diploma presents an alternative high school diploma that embraces essential work competencies as defined by the Department of Labor and provides an opportunity for participants to obtain skills and competencies that will prepare them to be job ready.

Statistics indicate that 60-80% of jail inmates have not completed high school. They need a high school equivalency that is applied in nature and that puts a focus on future self sufficiency through employment. The SCANS 5.09 diploma embraces the essential competencies as defined by the Department of Labor and responds directly to them.

In addition to no high school diploma, this clientele is challenged in multiple ways. Many inmates experience holes in development of work experience in childhood and as young adults. Socio-economic, life-style, and other factors have led these inmates into making choices that have severely impeded their growth and development.

This client has four defined areas of need: no high school diploma, no or limited job history, a criminal history, and issues of chemical dependency. The SCANS 5.09 should be viewed as a SKILLS diploma directed by the vocational and workplace standards set forth by the Secretary's Commission on Achieving Necessary Skills.

The length of each individual participant's program is anticipated to be based on a 40 hour week program for 4 months. To successfully complete the requirements for the HSED, the program competencies must be met as indicated within the document.

Entrance Into SCANS 5.09 Program

The program will require a serious commitment of the student's time and intention. Individual issues to be addressed include the inmate's:

- needs in the area of basic skills and academics
- needs in the area of employability
- needs in the area of chemical dependency
- needs in the area of criminal thinking

Instructors/counselors will meet with the potential candidate to assess and determine readiness and applicability for the program. Inmates will be assessed using ETS TESTS OF APPLIED LITERACY SKILLS which are based on competencies and performance. The TABE (Test of Adult Basic Education) may be used to assess the basic grade level skills of individuals. The test items are written in six adult contexts including: home and family, health and safety, community and citizenship, consumer economics, leisure and recreation and work. This will form the base of adult literacy needs. Job history, chemical dependency issues, and criminal behavior will also be part of the entrance profile. (See RECAP NEEDS ASSESSMENT - Appendix A)

Participants will be required to complete the academic, the live-work vocational-employability, chemical dependency, and criminal thinking components of the program. Successful completion will be the satisfactory documentation of the SCANS COMPETENCIES and FOUNDATION SKILLS. If a candidate does not fit the criteria of need for the SCANS 5.09 FOR THE INCARCERATED, he/she will be encouraged toward completion of other adult basic skills programs such as GED or HSED.

Final decision for acceptance to SCANS 5.09 placement will be determined by instructor/ counselor staff in conference with the applicant. (SCANS PROGRAM PLACEMENT APPROVAL - Appendix G)

One of the following specific recommendations/requirements for students entering the SCANS 5.09 shall apply:

1. No high school diploma or GED/HSED. Those with greater need according to RECAP NEEDS FORM (Appendix A) receive priority.
2. Limited or no significant work history. RECAP NEEDS FORM (Appendix A).
3. Criminal history. RECAP NEEDS FORM (Appendix A).
4. Chemical substance abuse. RECAP NEEDS FORM (Appendix A)

Students may appeal any decision made regarding SCANS 5.09 program placement and progress according to the Blackhawk Technical College student handbook procedure on student complaints and grievances.

Program Methodology, and Materials

The foundation upon which all of the program rests is the SCANS report. All of the competencies and skills of this diploma refer directly to and rely on those defined competencies. This SCANS 5.09 option will be an intense four month program with student involvement of forty (40) hours a week in one component or another. Some work will be classroom, some on the job, and some within the AODA and counseling group.

These four (4) month blocks of time will be structured with a beginning and an end. Inmates will be expected to begin with a class of students and end with a class. Some flexibility may be allowed in scheduling and live work/vocational requirements. Flexibility may be developed in the program by allowing already employed inmates to enter the program and use their employment as a component of the requirements. See WORK CONTENT (Appendix B).

The potential student will be tested with the ETS TESTS OF APPLIED LITERACY SKILLS to establish a performance based assessment. See USING THE TESTS OF APPLIED LITERACY SKILLS (Appendix D). From this assessment, the instructor can determine need for remediation, development, or enhancement of the client's skills. A post-test will be given as an indicator of growth.

Materials used will come from existing commercially prepared or teacher-prepared curriculum. Other classroom aids include printed material, videotapes and computer software. The use of multisensory techniques will help ensure student learning. The use of distance learning courses through ITFS will be encouraged whenever appropriate.

> "Effective workers can productively use: Resources..., Interpersonal skills..., Information..., Systems..., Technology... Competent workers in the high performance workplace need: Basic skills..., Thinking skills..., Personal Qualities.
>
> All Americans should be entitled to multiple opportunities to learn the SCANS know-how well enough to earn a decent living."
>
> (From: Learning a Living: a Blueprint for High Performance, a SCANS Report for America 2000, The Secretary's Commission on Achieving Necessary Skills, The U.S. Department of Labor, April 1992.)

The objective of the SCANS 5.09 FOR THE INCARCERATED Is to prepare the inmate-student to be a competent worker and to inspire him/her toward becoming an effective worker. Assessment tools will include oral or written quizzes/tests, worksheets or observation/demonstration of the competency. The minimum mastery standard will be at least 70% where applicable. There will be multiple forms of tests available so that a student can retest until mastery is demonstrated.

The student will self-assess three times, beginning at the end of the first month in the program. (Appendix F) Also, progress will be assessed once a month by instructors and counselors. The method of assessment, i.e. worksheet, quiz etc., as well as date will be recorded on competency checklist. These will become part of student's portfolio.

Defense of Graduation Procedure

Prior to submission of records to the Department of Public Instruction, all prospective SCANS 5.09 HSED candidates will meet with the Defense of Graduation Committee, at which time competencies will be reviewed. The committee will consist of a Basic Skills Instructor, GED Chief Examiner, Project Director, counselor or group facilitator, employability or vocational instructor, and a jail representative. Other committee members may be designated as deemed appropriate for the student.

Upon successful completion of the Defense of Graduation review, each candidate's transcript will be assembled by the instructor/advisor and presented to the Chief Examiner for review, approval and forwarding to the state. The Wisconsin State Department of Public Instruction will issue the official High School/Equivalency Diploma. (DEFENSE OF GRADUATION REVIEW - Appendix E)

Program Evaluation

Modification of the program will be based on feedback from students, counselors, advisors, instructors, the Defense of Graduation committee and other resource professionals. Ongoing review of the program will further refine and strengthen the program. The program staff will meet periodically to review and evaluate the program.

As with all of Blackhawk Technical College's Academic and Career Development programs, the SCANS 5.09 HSED program will be subject to regular evaluation by the College's department of Research, Planning, Development and Evaluation, by the state VTAE board and by North Central Accreditation Agency. Research and development evaluations are held twice each year. State VTAE evaluations occur every five years. North Central evaluations are held less frequently, approximately every ten years. The various groups outlined above use their own methods of collecting and evaluating data, including classroom visits, student and staff interviews, and statistical analysis.

In addition to these regular evaluations, the SCANS 5.09 program staff will conduct a division program evaluation to include information and ideas gathered from students, staff and advisory committee members at the end of each four month session.

This program evaluation will include the gathering of both quantitative and qualitative information. Students and instructors will evaluate the program at the end of each session.

All of the various evaluations discussed above will be held under the direction and coordination of the Project Director.

Program Staff

The lead instructor will hold VTAE certification and be experienced in individualized and group instruction for adult learners. This person will work on a regular basis with the instructor/advisor to develop student goals and monitor progress.

The instructors will hold VTAE certification in the content areas of English, science, math, social studies and reading. Some instructors will also hold DPI certifications. They will be responsible for instruction and evaluation of the competencies.

Rock County Educational and Criminal Addictions (RECAP) Weekly Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6-12:30	KITCHEN	KITCHEN	KITCHEN	KITCHEN	-------
8-8:30	VIDEOS	VIDEOS	VIDEOS	VIDEOS	VIDEOS
8:30-10:00	READING	MATH	COMMUNITY SRVC	ON JOB TRAINING	ON JOB TRAINING
10:00	BREAK	BREAK	BREAK	BREAK	BREAK
10:15-11:45	GROUP	GROUP	ON JOB TRAINING	ON JOB TRAINING	ON JOB TRAINING
11:45-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-2:00	GROUP	EMPLOYABILITY	SPEAKERS AS AVAILABLE		
2:00	BREAK	BREAK	SPEAKERS, AS AVAILABLE	BREAK	BREAK
2:15-3:45	WRITING	GROUP	SPEAKERS, AS AVAILABLE		
4-5:00	DINNER	DINNER	DINNER	DINNER	DINNER
6-7:00	STUDY TIME	STUDY TIME	STUDY TIME	STUDY TIME	STUDY TIME
6-9:00		LEARNING LAB		LEARNING LAB	
Evening Hrs	A.A.	CHURCH			

EXAMPLE FOR STUDENT "A"

Name ______________________

Date ______________

Student	Social Security Number

Portfolio Content Checklist

✓	Item	Date
	RECAP Needs Entry Form	
	SCANS Program Placement Approval	
	Transcripts, if applicable	
	Treatment Pre- and Post Tests	
	Employability Pre- and Post Tests	
	TALS Pre- and Post Tests	
	SCANS Summative Foundation Checklist	
	SCANS Summative Competencies Checklist	
	Resume	
	Live-Work-Vocation Certificates	
	Other Class Work Certificates	
	Samples of Work from Math, Reading, Writing, Employability	
	RECAP Completion Certificate	
	Autobiography-Life Experiences	
	Aftercare Plan	
	Three Self Assessments	
	Independent Study Project . . . . Completed	
	Recommendation for Graduation	
	● RECAP Instructor	
	● RECAP Instructor	
	● RECAP Counselor	
	● GED Chief Examiner	

SCANS Competencies and Foundation Skills Outline Code

The SCANS Report outlines its objectives in two areas; competencies and foundation skills. Those competencies have been put into outline form and encoded in the following fashion for use in this document. The educational, vocational and group objectives of RECAP are referred to SCANS objectives according to the following:

SCANS Competencies

Resources	**RES**
Interpersonal	**INTER**
Information	**INF**
Systems	**SYS**
Technology	**TECH**

SCANS Foundation Skills

Basic Skills	**BA-SK**
Thinking Skills	**TH-SK**
Personal Qualities	**PER-Q**

By using the code above, you may refer a classroom activity-objective-competency directly to a SCANS competency. Each classroom competency will have the above code and numbers from the outline. The code will direct you to the foundation skill or competency.

The numbers refer to the specific aspect of each competency and can be easily located on the outline form.

How to Use the SCANS Competencies Code

Summative

The (gray) pages list the SCANS COMPETENCIES AND FOUNDATION SKILLS. Realistic expectations are that the SCANS inmate/student will have checked off as completed the FOUNDATION CHECKLIST and will have made some inroads into the COMPETENCY CHECKLIST. This will meet expectations for competent workers in the high performance workplace. This assessment is the final evaluation of the student's progress and will be done by teachers, counselors and others where appropriate.

Formative

The (yellow) pages list the SCANS COMPETENCIES AND FOUNDATION SKILLS in more detail; in their formative or along the way stage. It is intended for this step of assessment to be a coming together of teachers, counselors and other involved personnel to evaluate areas of accomplishment and need in the student.

FOR EXAMPLE:

One of the Personal Qualities on the **SUMMATIVE** list is "RESPONSIBILITY". The criteria to be checked off and met on the **FORMATIVE** list are:

III. PERSONAL QUALITIES (PER-Q)
    A. Responsibility
        1. Exerts a high level of effort and perseverance toward goal attainment...

In order to check off PER-Q-III-A-1 as complete, the CLASSROOM criteria to be met are:

a. Points to and writes about problem
b. Identifies workable solutions or paths toward solution...

Student	Social Security Number

SCANS Competency Checklist Summary

✓		I. RESOURCES (RES)	Date	Instr Initial
	A.	Manages Time		
	B.	Manages Money		
	C.	Manages Material and Facility Resources		
	D.	Manages Human Resources		
		II. INTERPERSONAL (INTER)		
	A.	Participates as a Member of a Team		
	B.	Teaches Others		
	C.	Serves Clients/Customers		
	D.	Exercises Leadership		
	E.	Negotiates to Arrive at a Decision		
	F.	Works with Cultural Diversity		
		III. INFORMATION (INF)		
	A.	Acquires and Evaluates Information		
	B.	Organizes and Maintains Information		
	C.	Interprets and Communicates Information		
	D.	Uses Computers to Process Information		
		IV. SYSTEMS (SYS)		
	A.	Understands Systems		
	B.	Monitors and Corrects Performance		
	C.	Improves and Designs Systems		
		V. TECHNOLOGY (TECH)		
	A.	Selects Technology		
	B.	Applies Technology to Task		
	C.	Maintains and Troubleshoots Technology		

Student	Social Security Number

SCANS Foundation Checklist Summary

✓		I. BASIC SKILLS (BA-SK)	Date	Instr Initial
	A.	Reading		
	B.	Writing		
	C.	Arithmetic		
	D.	Mathematics		
	E.	Listening		
	F.	Speaking		
		II. THINKING SKILLS (TH-SK)		
	A.	Creative Thinking		
	B.	Decision Making		
	C.	Problem Solving		
	D.	Mental Visualization		
	E.	Knowing How to Learn		
	F.	Reasoning		
		III. PERSONAL QUALITIES (PER-Q)		
	A.	Responsibility		
	B.	Self-Esteem		
	C.	Sociability		
	D.	Self-Management		
	E.	Integrity/Honesty		

Student	Social Security Number

SCANS Competency Checklist - Formative

✓		I. RESOURCES (RES)	Date	Instr Initial
	A.	MANAGES TIME		
		1. Selects relevant, goal-related activities		
		2. Ranks them in the order of importance		
		3. Allocates time to activities		
		4. Understands, prepares, and follows schedules		
	B.	MANAGES MONEY		
		1. Uses or prepares budgets		
		2. Makes cost and revenue forecasts		
		3. Keeps detailed records-track budget performance		
		4. Makes appropriate adjustments		
	C.	MANAGES MATERIAL AND FACILITY RESOURCES		
		1. Acquires, stores, and distributes materials, supplies, parts, equipment, space or final products in order to make best use of them		
	D.	MANAGES HUMAN RESOURCES		
		1. Assesses knowledge and skills		
		2. Distributes work accordingly		
		3. Evaluates performance		
		4. Provides feedback		
		II. INTERPERSONAL (INTER)		
	A.	PARTICIPATES AS A MEMBER OF A TEAM		
		1. Works cooperatively with others		
		2. Contributes to group efforts with ideas, suggestions, and effort.		

	B.	TEACHES OTHERS		
		1. Helps others learn needed knowledge and skills		
	C.	SERVES CLIENTS/CUSTOMERS		
		1. Works and communicates with clients and customers to satisfy their expectations		
	D.	EXERCISES LEADERSHIP		
		1. Communicates thoughts, feelings, and ideas to: - justify a position - encourages, persuades, convinces, and motivates individuals or groups - responsibly challenges existing procedures, policies or authority		
	E.	NEGOTIATES TO ARRIVE AT A DECISION		
		1. Works towards an agreement that may involve exchanging specific resources or resolving divergent interests		
	F.	WORKS WITH CULTURAL DIVERSITY		
		1. Works well with men and women		
		2. Works well with people from a variety of ethnic, social, or educational backgrounds		
		III. INFORMATION (INF)		
	A.	ACQUIRES AND EVALUATES INFORMATION		
		1. Identifies a need for data		
		2. Obtains data from existing source or creates them		
		3. Evaluates their relevancy and accuracy		
	B.	ORGANIZES AND MAINTAINS INFORMATION		
		1. Organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion.		
	C.	INTERPRETS AND COMMUNICATES INFORMATION		
		1. Selects information		
		2. Analyzes information		

		3. Communicates results to others using (1) oral, (2) written, (3) graphic, (4) pictorial, or (5) multimedia methods		
	D.	USES COMPUTERS TO PROCESS INFORMATION		
		1. Employs computers to (1) acquire, (2) organize, (3) analyze, and (4) communicate information		
		IV. SYSTEMS (SYS)		
	A.	UNDERSTANDS SYSTEMS		
		1. Knows how social systems work and operates effectively within them		
		2. Knows how organizational systems work and operates effectively within them		
		3. Knows how technological systems work and operates effectively within them		
	B.	MONITORS AND CORRECTS PERFORMANCE		
		1. Distinguishes trends		
		2. Predicts impacts of actions on system operations		
		3. Diagnoses deviations in the functioning of: (1) a system, (2) an organization		
		4. Takes necessary action to correct performance		
	C.	IMPROVES AND DESIGNS SYSTEMS		
		1. Makes suggestions to modify existing systems in order to: (1) improve the quality of products, (2) improve service		
		2. Develops new or alternative systems		
		V. TECHNOLOGY (TECH)		
	A.	SELECTS TECHNOLOGY		
		1. Judges which sets of: (1) procedures, (2) tools, (3) machines, (4) computers and programs will produce the best results		
	B.	APPLIES TECHNOLOGY TO TASK		
		1. Understands: (1) overall intents, (2) proper		

		procedures for computers and programming systems		
	C.	MAINTAINS AND TROUBLESHOOTS TECHNOLOGY		
		1. Prevents problems in machines, computers, and other technologies.		
		2. Identifies problems in machines, computers, and other technologies.		
		3. Solves problems in machines, computers, and other technologies.		

Student	Social Security Number

SCANS Foundation Checklist - Formative

✓		I. BASIC SKILLS (BA-SK)	Date	Instr Initial
	A.	READING		
		1. Locates written information in: - prose - documents - manuals - graphs - schedules to perform tasks		
		2. Understands written information in: - prose - documents - manuals - graphs - schedules to perform tasks		
		3. Interprets written information in: - prose - documents - manuals - graphs - schedules to perform tasks		
		4. Determines main idea or essential message		
		5. Identifies relevant (1) details, (2) facts, (3) specs		
		6. Infers or locates meaning of unknown or technical vocabulary		
		7. Judges accuracy, appropriateness, style, plausibility of reports, proposals, theories of other writers		
	B.	WRITING		

		1. Communicates in writing: - thoughts - ideas - information - messages		
		2. Records information completely and accurately		
		3. Composes and creates documents such as: - letters - directions - manuals - reports - proposals - graphs - flow charts w/language, style, organization, and format appropriate to subject matter, purpose and audience		
		4. Provides appropriate supporting documentation and supporting detail		
		5. Checks, edits and revises for: - correct information - appropriate emphasis - form - grammar - spelling - punctuation		
	C.	ARITHMETIC		
		1. Performs basic computations		
		2. Uses basic numerical concepts such as whole numbers and percentages in practical situations		
		3. Makes reasonable estimates of arithmetic results without a calculator		
		4. Uses tables, charts, diagrams, graphs to obtain or convey quantitative information		
	D.	MATHEMATICS		

		1. Approaches practical problems by choosing appropriately from a variety of math techniques		
		2. Uses quantitative data to construct logical explanations for real world situations		
		3. Expresses mathematical ideas and concepts - orally - in writing		
		4. Understands the role of chance in the occurrence and prediction of events		
	E.	LISTENING		
		1. Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in purpose appropriate ways in order to - comprehend - learn - critically evaluate - appreciate or support the speaker		
	F.	SPEAKING		
		1. Organizes ideas and communicates messages appropriate to listeners and situations		
		2. Participates in: - conversation - discussion - group presentations		
		3. Selects appropriate medium for conveying message		
		4. Uses verbal language & other cues such as body language in a way appropriate in style, tone, level of complexity to the audience and occasion		
		5. Speaks clearly and communicates a message		
		6. Understands and responds to listener feedback		
		7. Asks questions when needed		

✓		**II. THINKING SKILLS (TH-SK)**	**Date**	**Instr Initial**
	A.	CREATIVE THINKING		
		1. Generates new ideas by making nonlinear or unusual connections		
		2. Changes or reshapes goals		
		3. Imagines new possibilities		
		4. Uses imagination freely		
		5. Combines ideas or information in new ways		
		6. Makes connections between seemingly unrelated ideas		
		7. Reshapes goals in ways that reveal new possibilities		
	B.	DECISION MAKING		
		1. Specifies goals and constraints		
		2. Generates alternatives		
		3. Considers risks		
		4. Evaluates and chooses best alternatives		
	C.	PROBLEM SOLVING		
		1. Recognizes a problem exists		
		2. Identifies possible reason for problem or discrepancy		
		3. Devises a plan of action to resolve it		
		4. Implements a plan of action to resolve it		
		5. Evaluates and monitors progress		
		6. Revises plan as indicated by findings		
	D.	MENTAL VISUALIZATION		
		1. Sees things in mind's eye by organizing and processing: - symbols - pictures - graphs		

		- objects or other information (i.e. sees a building from a blueprint, a system's operation from schematics, etc.		
	E.	KNOWING HOW TO LEARN		
		1. Recognizes and can use learning techniques to apply and adapt existing and new knowledge and skills in both familiar and changing situations		
		2. Is aware of learning tools such as: - personal learning styles (visual, aural, etc.) - formal learning strategies (note taking etc.) - informal learning strategies (awareness of un-Identified false assumptions that may lead to faulty conclusions, etc.)		
	F.	REASONING		
		1. Discovers a rule or principle underlying the relationship between two or more objects		
		2. Applies it to solving a problem		

✓		III. PERSONAL QUALITIES (PER-Q)	Date	Instr Initial
	A.	RESPONSIBILITY		
		1. Exerts a high level of effort and perseverance toward goal attainment.		
		2. Works hard to become excellent at doing tasks: (A) Sets high standards, (B) Pays attention to detail, (C) Works well even when assigned an unpleasant task, (D) Displays a high level of concentration		
		3. Displays high standards of: (A) Attendance, (B) Punctuality, (C) Enthusiasm, (D) Vitality, and (E) Optimism, in approaching and completing tasks		
	B.	SELF-ESTEEM		
		1. Believes in own self-worth		
		2. Maintains a positive view of self		
		3. Demonstrates knowledge of own skills and abilities		
		4. Is aware of one's impression on others		
		5. Knows own emotional capacity and needs and how to address them		
	C.	SOCIABILITY		
		1. Demonstrates: (A) Understanding, (B) Friendliness, (C) Adaptability, (D) Empathy, and (E) Politeness in new and ongoing group settings.		
		2. Asserts self in familiar and unfamiliar social settings		
		3. Relates well to others		
		4. Responds appropriately as situation requires		
		5. Takes an interest in what others say and do		
	D.	SELF-MANAGEMENT		

		1. Accurately assesses own knowledge, skills and abilities		
		2. Sets well-defined and realistic personal goals		
		3. Monitors progress toward goal achievement		
		4. Motivates self through goal achievement		
		5. Exhibits self control		
		6. Responds to feedback unemotionally and nondefensively		
	E.	INTEGRITY / HONESTY		
		1. Recognizes when being faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values		
		2. Understands the effects of violating these beliefs and codes on an organization, oneself and others		
		3. Chooses an ethical course of action		

Competency Checklist

Course: ***Vocational Component - Custodial Assistant Trainee***

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
INF-C-1,2,3	I. The student will explain duties of the job and define safety and security issues.			
RES-C-1 TECH-A-1 B-1,2	II. The student will perform hard surface floor care by: - stripping - preparing - applying seal and finish - using high speed burnisher			
RES-C	III. The student will perform daily routine floor care.			
INTER-C-1 RES-C-1 SYS-A-1	IV. The student will perform daily routine building maintenance.			
INF- C-1 RES-A-4 C-1 TECH-A-1 B-1	V. The student will demonstrate an understanding of weekly, bi-weekly and monthly building maintenance care.			

TEXT: Materials made available by DeVere Chemical Company, Inc.

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Competency Checklist

Course: ***Vocational Component - Food Preparation Trainee***

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
RES-C-1 INTER-A-1,2 C-1	I. The student will prepare relishes and vegetables.			
RES-C-1 INTER-A-1,2 C-1	II. The student will bake yeast breads, cookies and muffins.			
RES-C-1 INTER-A-1,2 C-1	III. The student will prepare various soups.			
RES-C-1 INTER-A-1,2 C-1	IV. The student will prepare poultry.			
RES-C-1 INTER-A-1,2 C-1	V. The student will use an institutional dishwasher and double tank.			
RES-C-1 INTER-A-1,2 C-1	VI. The student will prepare an institutional sack lunch.			
RES-C-1 INTER-A-1,2 C-1	VII. The student will prepare deep fried foods.			

Competency Checklist

Course: ***Vocational Component - Landscape Trainee***

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
INF-A-2	I. The student will demonstrate proper planting procedures for trees and shrubs.			
INF-C-1,2,3 INTER-B-1	II. The student will explain soil and site considerations, structures and mulches/ground covers.			
INF-C-1,2,3 INTER-B-1	III. The student will demonstrate and explain woody plant maintenance.			
SYS-A-3	IV. The student will establish and maintain a lawn.			
INF-C-1,2,3	V. The student will demonstrate a basic landscape design by preparation of a site sketch.			
INF-C-1,2,3	VI. The student will complete a landscape drawing with selected plant materials.			
INF-A-1,2,3	VII. The student will explain and identify woody plant materials for landscapes in Southern Wisconsin			
INTER-B-1 C-1	VIII. Student will explain, identify and demonstrate planting and care for common herbaceous annual and perennial plants.			

Competency Checklist Course: *Vocational Component - Pheasant Farm*

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
INF-A-2	I. The student will identify various birds and sizes of birds.			
INF-C-1,2,3	II. The student will demonstrate how to put peepers on the birds.			
INF-C-1,2,3	III. The student will be able to feed the pheasants correctly.			
TECH-A-1	IV. The student will demonstrate correct use of a pressure washer to clean equipment.			
TECH-A-1	V. The student will herd and crate pheasants.			
SYS-A-3 TECH-A-1 B-1	VI. The student will operate small machinery, mow and trim lawns and maintain fences.			
PER-Q-III-A-1,2	VII. The student will demonstrate the correct inoculation procedure for the birds.			
PER-Q-III-A-1,2	VIII. The student will clip the bird's wings.			
INTER-A-1,2 INF-A-1,2,3	IX. The student will explain and follow all necessary safety procedures.			

Competency Checklist Course: *Vocational Component - Sanding and Painting*

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
INF-A-1,2,3	I. The student will recognize and follow all necessary safety procedures for sanding and painting metal and wood surfaces.			
RES-C-1	II. Recognize tools needed for primary sanding of metal and wood surfaces.			
RES-C-1 TECH-B-1	III. Properly handle sanding tools.			
RES-C-1 TECH-B-1	IV. Properly clean tools and sanded areas.			
RES-C-1 TECH-B-1	V. Recognize tools needed for primary painting of metal and wood surfaces.			
RES-C-1 TECH-B-1	VI. Properly prep areas to be painted.			
RES-C-1 TECH-B-1	VII. Use good follow-up procedures for tools and area after painting.			

Competency Checklist Course: *Foundation Basic Skills*

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
BA-SK-I-A-1	1. The student will apply reading skills to real life situations.			
BA-SK-I-A-2	2. The student will demonstrate comprehension skill techniques.			
BA-SK-I-A-2	3. The student will exhibit literal comprehension of literature.			
BA-SK-I-A-3	4. The student will demonstrate techniques for drawing conclusions and making inferences.			
BA-SK-I-A-4	5. The student will point to or explain message or main idea from a variety of literature forms including poetry.			
BA-SK-I-A-5	6. The student will distinguish between fact and fiction.			
BA-SK-I-A-5	7. The student will develop basic comprehension of literary terms such as: setting, plot, character, figurative language, biography, autobiography, etc.			
BA-SK-I-A-6	8. The student will display vocabulary building techniques.			
BA-SK-I-A-6	9. Student demonstrates recognition of style/structure in written material			
BA-SK-I-B-1	10. The student writes sentences from own experiences.			
BA-SK-I-B-2	11. Student combines related sentences to form cohesive paragraph.			
BA-SK-I-B-3	12. The student identifies complete sentences and their components.			

Competency Checklist Course: *Foundation Basic Skills*

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
BA-SK-I-B-4	13. Student writes a comprehensive paragraph for a specific purpose.			
BA-SK-I-B-5	14. The student edits own sentences.			
BA-SK-I-B-5	15. The student uses the technique of P.O.W.E.R. (Plan, Organize, Write, Evaluate, Revise) to write clearly.			
BA-SK-I-C-1	16. The student adds, subtracts, multiplies, and divides whole numbers.			
BA-SK-I-C-1	17. The student adds, subtracts, multiplies, and divides fractions.			
BA-SK-I-C-1	18. The student finds common denominators.			
BA-SK-I-C-2	19. The student adds, subtracts, multiplies, and divides decimals.			
BA-SK-I-C-2	20. Student changes percents to decimals and decimals to percents.			
BA-SK-I-C-2	21. The student demonstrates finding percent of a given number and number of a given percent.			
BA-SK-I-C-4	22. The student deciphers and analyzes graphs and charts in word problems.			
BA-SK-I-D-1	23. The student solves word problems using whole numbers, fractions, decimals and percents.			

Competency Checklist　Course: *Foundation Basic Skills*

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
BA-SK-I-D-2	24. The student solves integrated word problems by selecting relevant whole numbers, fractions, decimals, and percent data.			
BA-SK-I-D-3	25. The student summarizes material presented orally.			

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Competency Checklist

Course: ***Affective - General Rules***

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
PER-Q-B-4	I. The student will be able to recognize situation appropriate language.			
PER-Q-4	II. The student will be able to speak clearly using standard English.			
PER-Q-D-6	III. The student will be able to ask questions appropriately in a non-confrontational manner.			
TH-SK-A-1	IV. The student will be able to contribute to brainstorming sessions and generate new ideas to solve "old" problems.			
PER-Q-A-2	V. The student will be able to correlate the relationship between positive attitude/efforts and worthwhile results.			
TECH-B-1,2	VI. The student will be able to use the computers in an effective and organized manner.			
INTER-A-1,2	VII. The student will be able to work in cooperative group activities and solve problems using team building concepts.			
RES-A-1,4	VIII. The student will be able to follow established jail and RECAP rules in the classroom.			
PER-Q-A-2	IX. The student will be able to work independently when not working on a computer or when the instructor is with another student.			

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Competency Checklist

Course: **Career Decisions**

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
TH-SK-E-1	I. The student will work to increase self-knowledge and awareness of areas of personal strengths and weaknesses in relationships with others.			
BA-SK-E-1	II. The student will respond to presentations by BTC counselors with a written summary of information presented.			
TH-SK-B-1	III. The student will be able to distinguish between realistic and unrealistic career expectations based on academic and vocational background.			
TH-SK-C-3,4	IV. The student will be able to develop a written career goal plan (daily, weekly, monthly) to follow upon release from jail.			
TH-SK-C-1,6	V. If needed, the student will be able to successfully complete forms for financial aid, registration for credit programs, and any other work needed for program entrance.			
TH-SK-A-2	VI. The student will be able to set up an appointment with a BTC (or any other educational) counselor to explore options available within the student's area of vocational interest.			

Competency Checklist Course: *BSE - Communications - Video*

Student Name	Instructor Name		***Methods of Assessment*** ***WS* = *Worksheet*** ***OR* = *Oral*** ***OB* = *Observation*** ***WrQ* = *Written Quiz*** ***OrQ* = *Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
BA-SK-B-1,2	I. The student will improve listening skills through watching videos, taking notes, and reporting on these videos.			
BA-SK-B-4,5	II. The student will improve note-taking abilities by reporting and summarizing each video through written communication.			
TH-SK-A-1,5,7	III. The student will utilize and develop creative thinking abilities by relating to and understanding each of the videos.			
TH-SK-C-2,3,4,5	IV. The student will develop and utilize problem solving techniques in answering the questions posed by the various videos, and in reporting on the main idea of each video.			
TH-SK-D-1	V. The student will develop summarizing skills by frequent practice in summarizing various content area videos.			
BA-SK-E-1	VI. The student will improve written communication skills through continued written reports on various content area videos.			

Competency Checklist

Course: ***Employability***

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
INF-A-1,2-3	1. Pretest			
TH-SK-B-1,2,3,4	2. Goal setting worksheet			
PER-Q-E-1,2,3	3. Values worksheet			
PER-Q-D-1,2,3	4. My job related story			
PER-Q-D-1,2,3 BA-SK-B-1	5. Employment themes			
TH-SK-C-1,2,3,4,5,6	6. Career skills booklet			
INF-D-1 TECH-B-1,2	7. Career selections on computer print-out			
TH-SK-C-1,2,3,4,5,6	8. Career analysis			
INF-D-1 TECH-B-1,2	9. Computer how-to guide			
TH-SK-D-1	10. Resume video and worksheet			
BA-SK-B-1,2,3	11. Resume draft			
TH-SK-D-1	12. Application video and worksheet			

Competency Checklist Course: ***Employability***

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
BA-SK-B-1,2,3	13. Application draft			
TH-SK-D-1	14. Interview video and worksheet			
TH-SK-E-1,2 PER-Q-C-1,2,3,4,5	15. Performance evaluation worksheet			
TH-SK-D-1	16. Success on the job video and worksheet			
TH-SK-E-1,2	17. Performance phase worksheet (2)			
INF-A-1,2,3	18. Post test			
PER-Q-E-1,2,3 INF-D-1	19. Resume			
PER-Q-E-1,2,3 SYS-A-1,2,3	20. Application			
PER-Q-D-1,2,3,4,5,6	21. WCIS "GOING TO WORK" booklet			

Competency Checklist Course: *Social Science*

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
INTER-D-1; E-1; F-1,2	I. The student will be able to state and demonstrate the basic concepts of government and interpret the Bill of Rights applying them to every day life. Also, demonstrate an understanding of the cause and effect of the World Wars and major conflicts including the Depression. Analyze major governmental issues such as National Health Care.			
INF-A-1,2,3; B-1 SYS-A-1,2,3	II. Student will develop techniques for using the Atlas including the following concepts: latitude, longitude, climate, bodies of water, land forms, natural disasters, and major industries and products.			
SYS-A-1,2,3; B-1,2,3,4; BA-SK-C-1,2,3; D-2,4	III. Student will be able to define and interpret the basic concepts of Economics including National incomes, health, birth/death rate, wages and occupations. Will demonstrate a basic knowledge of math necessary to study and interpret basic economics.			
INTER-D-1; E-1; F-1,2 TH-SK-A-1,2,3,4,5,6,7; C-1,2,3,4,5,6	IV. Student will demonstrate a knowledge of the basic Behavioral Sciences.			

Competency Checklist Course: *Health*

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
PER-Q-III-E-1	1. The student will exhibit fundamental hygiene and cleanliness.			
PER-Q-III-B-1,2	2. The student will identify and outline a balanced meal plan for a day.			
PER-Q-III-D-2	3. The student will recognize factors that contribute to heart disease and cancer.			
PER-Q-III-D-5 PER-Q-III-E-1,2,3	4. The student will discuss AIDS and other STD, including symptoms and prevention.			
PER-Q-III-D-5	5. The student will recall two methods of birth control and family planning.			
PER-Q-III-B-3	6. The student will demonstrate ability to locate services, names, addresses and phone numbers of health and social service or community agencies.			
PER-Q-III-C-4	7. The student will demonstrate techniques of basic first aid.			
PER-Q-III-D-5	8. The student will identify two appropriate methods of stress reduction.			

Competency Checklist Course: *Civics*

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
1. Representative Democracy	1.1 Define democracy as a form of government in which people hold power by choosing representatives to make laws & run the government.			
2. Citizens' rights	2.1 Identify rights & responsibilities assigned to citizens in a democracy.			
3. Native American culture	3.1 Become familiar with the people who inhabited the American continent before the arrival of Western Europeans.			
4. European exploration of North America	4.1 Define reasons which led European and African people to the New World.			
5. Early North American colonies	5.1 Describe America's historical roots from 1621 to 1787 (Constitutional Convention)			
6. Colonial government and important historical documents	6.1 Explain the impact of the following documents in the development of the US Constitution: Magna Carta (1215), English Bill of Rights (1689), Mayflower Compact (1620), Declaration of Independence (1776), Articles of Confederation (1781).			
7. The US Constitution	7.1 List the three branches of government and describe the concept of separation of power and the checks and balances system.			
8. Article 1 of the US Constitution: The Legislative Branch	8.1 Describe the qualifications, and duties assigned to members of the House of Representatives and Senate.			
	8.2 Identify expressed and implied powers assigned to Congress.			

Competency Checklist Course: *Civics*

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
8. Article 1 of the US Constritution: The Legislative Branch (Continued)	8.3 Recognize the committee system in Congress and identify the 4 kinds of committees.			
	8.4 Describe and trace the process of how a bill becomes a law.			
9. Article 2 of the US Constitution: The Executive Branch	9.1 Explain the steps in electing the President and Vice President of the US and understand the Electoral College concept.			
	9.2 Identify the 5 roles of the President.			
	9.3 Explain the role of the Vice President.			
	9.4 Explain purpose of President's Cabinet / Identify the 14 Departments			
10. Article 3 of the US Constitution: The Judicial Branch	10.1 Describe the structure of the Supreme Court and the qualifications and duties for its members.			
	10.2 List some famous Supreme Court cases.			
	10.3 Distinguish between the US District Courts & US Court of Appeals.			
11. Articles 4-7 of the Constitution: The sharing of powers	11.1 Describe articles 4-7.			

Competency Checklist

Course: **Civics**

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
12. Amendments 1-10: The Bill of Rights	12.1 Identify and explain the first ten Amendments.			
13. Amendments 11-26	13.1 List and explain Amendments 11 - 26.			
	13.2 Describe important court cases in which one of these rights have been denied to a group and/or individual.			
14. State governments	14.1 Explain the division of power in Wisconsin state government amongst the governor, legislature, and court system.			
	14.2 Trace how a bill becomes law in Wisconsin.			
15. State constitutions	15.1 Compare the differences amongst county, city and village, and town and township governments.			
	15.2 Explain the three types of city government.			
16. Taxes	16.1 Distinguish between direct and indirect taxes.			
	16.2 Explain the function of the Federal Reserve Board.			
	16.3 Identify the federal budget and how it is planned.			
	16.4 Compare the cost of state government to local government.			

Competency Checklist

Course: **Civics**

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
17. Individual participation in government	17.1 Explain the Voting Right's Act of 1965.			
	17.2 Describe how by voting a person's opinion can count.			
	17.3 Identify three ways an individual can become an active citizen.			

Competency Checklist

Course: ***Foundation/Personal Qualities-Treatment***

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
PER-Q-III-A-1	a. The student points to and writes about problem.			
PER-Q-III-A-1	b. The student identifies workable solutions or paths toward solution.			
PER-Q-III-A-1	c. The student utilizes solution strategies.			
PER-Q-III-A-1	d. The student visualizes and anticipates problematic situations.			
PER-Q-III-A-1	e. The student verbalizes to self and others objections to non-acceptable behaviors.			
PER-Q-III-A-2	a. The student contributes more than is required.			
PER-Q-III-A-2	b. The student displays initiative frequently.			
PER-Q-III-A-2	c. The student reads and listens to instructions.			
PER-Q-III-A-2	d. The student stays on task and does not complain or make excuses.			
PER-Q-III-A-2	e. The student completes appropriate clean-up and follow-up.			
PER-Q-III-A-3	a. The student reports for work 95% of the time.			
PER-Q-III-A-3	b. The student exhibits problem solving skills.			

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Competency Checklist

Course: ***Foundation/Personal Qualities-Treatment***

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
PER-Q-III-A-3	c. The student responds to feedback appropriately.			
PER-Q-III-B-1	a. The student participates in reality based assessment of self.			
PER-Q-III-B-1	b. The student accepts self-profile.			
PER-Q-III-B-2	a. The student maintains a positive view of self.			
PER-Q-III-B-3	a. The student accepts limitations.			
PER-Q-III-B-3	b. The student provides plan for overcoming obstacles.			
PER-Q-III-B-4	a. The student presents self in most positive way by paying appropriate attention to: grooming, situation appropriate attire, situation appropriate language, situation appropriate behavior.			
PER-Q-III-B-5	a. The student discloses appropriate information.			
PER-Q-III-B-5	b. The student acknowledges feelings; controls responses.			
PER-Q-III-B-5	c. The student engages in trust-building behavior.			
PER-Q-III-C-1	a. The student exhibits setting and situation appropriate responses.			
PER-Q-III-C-1	b. The student engages in respectful dialogue.			

Competency Checklist

Course: ***Foundation/Personal Qualities-Treatment***

Student Name

Instructor Name

Student Social Security No.

SCANS COMPETENCIES
Resources - **RES**
Interpersonal - **INTER**
Information - **INF**
Systems - **SYS**
Technology - **TECH**

SCANS FOUNDATION SKILLS
Basic Skills - **BA-SK**
Thinking Skills - **TH-SK**
Personal Qualities - **PER-Q**

Methods of Assessment
WS = Worksheet
OR = Oral
OB = Observation
WrQ = Written Quiz
OrQ = Oral Quiz

SCANS Competency/Foundation	**Performance Indicator, Standard for Evaluation**	**Date**	**Method of Assessment**	**Instructor Initials**
PER-Q-III-C-2	a. The student uses "I" language so as not to incite and to demonstrate ownership.			
PER-Q-III-C-3	a. The student generates positive interaction.			
PER-Q-III-C-4	a. The student continues growth in demonstrations of non-aggressive and non-abusive behaviors.			
PER-Q-III-C-5	a. The student responds positively to others with growing frequency.			
PER-Q-III-D-1	a. The student reports on in-depth self assessment with realistic information.			
PER-Q-III-D-2	a. The student describes measurable, attainable, specific personal goals with a realistic time-line.			
PER-Q-III-D-3	a. The student determines checkpoints of progress.			
PER-Q-III-D-3	b. The student develops checklist or chart of these progress points and relapse preventions.			
PER-Q-III-D-4	c. The student assesses self regularly and frequently.			
PER-Q-III-D-4	a. The student seeks help when needed.			
PER-Q-III-D-5	a. The student exhibits self-control.			

Competency Checklist

Course: ***Foundation/Personal Qualities-Treatment***

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
PER-Q-III-D-6	a. The student develops repertoire of appropriate responses.			
PER-Q-III-D-6	b. The student uses appropriate responses.			
PER-Q-III-E-1	a. The student details past criminal or inappropriate behavior and identifies commonly held personal or societal bonds that were broken.			
PER-Q-III-E-1	b. Student itemizes specific alternative positive responses to past situations.			
PER-Q-III-E-2	a. The student details comprehension of consequences of past behaviors on organization, self, and others.			
PER-Q-III-E-2	b. The student specifies remorse for criminal, unethical behaviors.			
PER-Q-III-E-3	c. The student develops plan for change.			
PER-Q-III-E-3	a. The student creates credible, realistic essay-list portraying evidence of the development of a positive value-belief system.			
PER-Q-III-E-3	b. The student implements plan for change.			
PER-Q-III-E-3	c. The student evaluates progress frequently.			
PER-Q-III-E-3	d. The student revises and updates accordingly.			

Competency Checklist Course: *Parenting*

Student Name	Instructor Name		***Methods of Assessment*** ***WS = Worksheet*** ***OR = Oral*** ***OB = Observation*** ***WrQ = Written Quiz*** ***OrQ = Oral Quiz***
Student Social Security No.	**SCANS COMPETENCIES** Resources - **RES** Interpersonal - **INTER** Information - **INF** Systems - **SYS** Technology - **TECH**	**SCANS FOUNDATION SKILLS** Basic Skills - **BA-SK** Thinking Skills - **TH-SK** Personal Qualities - **PER-Q**	

SCANS Competency/Foundation	Performance Indicator, Standard for Evaluation	Date	Method of Assessment	Instructor Initials
PER-Q-III-B-4	1. The student will identify ways of fostering a child's self-esteem.			
TH-SK-II-E-1	2. The student will learn techniques to set child up for success.			
TH-SK-III-A-3	3. The student will discover strategies of effective praise.			
TH-SK-II-C-3	4. The student will learn a problem solving technique.			
RES-II-B-1	5. Student will be able to teach a child to withstand negative peer pressure.			
TH-SK-II-F-1-2	6. The student will learn corrective behavior techniques.			
RES-II-E-1	7. The student will discover how to negotiate change with a child.			
RES-II-B-1	8. Student will be able to teach responsible behavior around the house.			
RES-II-B-1	9. The student will learn techniques and strategies with which to deal with homework and conducting family meetings.			

Adapted from: Reading, Writing, Thinking - Parenting For the 90's.
METHOD: Utilize the parenting videos from BOY'S TOWN. VIDEO I - HELPING YOUR CHILD SUCCEED (54 minutes, 5 lessons) VIDEO II - TEACHING RESPONSIBLE BEHAVIOR (50 min., 4 lessons). The student inmate will receive direct instruction in the above areas.
OUTCOMES: (1) The inmate-student will watch the two videos in the segments presented. (2) The inmate-student will complete the required exercises and homework. (3) The inmate-student will have completed an entire list of HOW-TO's and TO DO's of parenting techniques to take and use after release. A LIST OF COMMUNITY RESOURCES WILL BE GIVEN TO THE INMATE.

List of References and Suggested Materials

Bellanca, James, et. al. MULTIPLE ASSESSMENTS FOR MULTIPLE INTELLIGENCES. Palatine, IL: IRI Publishing, Inc, 1994. Addresses the issues of authentic and multiple assessments.

Bland, Jana J., BETTER READING FOR BETTER JOBS, Portland, Maine. J. Weston Walch, 1989. A teacher's guide to vocational reading, focused on careers and using vocational vocabulary.

Brookfield, Stephen D. BECOMING CRITICAL THINKERS. San Francisco: Jossey-Bass Inc., 1991. Audio tape demonstrating a productive process for people to be more effective and innovative in life and work.

Carnes, Jim. US AND THEM. Montgomery, Alabama: Teaching Tolerance, A Project of the Southern Poverty Law Center, 1995. This booklet accompanies the video; THE SHADOW OF HATE, a film by Charles Guggenheim. Montgomery: Teaching Tolerance, 1995. This documentary examines the struggles in this country for acceptance and tolerance as told by the ordinary people. The lesson plans, booklets, and video are free to schools and institutions.

Churchill, E. Richard and Churchill, Linda R. SHORT LESSONS IN WORLD HISTORY. Portland, Maine: J. Weston Walch, 1991. A usable student workbook of condensed history through 1991.

Hackett, Vicki L. And Dalmas, Paul C. THE REMEDIAL WRITING TEACHER'S HANDBOOK. Portland, Maine: J. Weston Walch, 1982. Reproducible book on study, organization, and adult writing skills.

Haroz, Pat Rischar. GEOGRAPHIC LITERACY MAPS FOR MEMORIZATION. Portland, Maine: J. Weston Walch, 1994. Labeled and unlabeled reproducible maps, both physical and political. Also vocabulary and tests.

Howell, Jerry. NUMBER POWER 2. Chicago, IL: Contemporary Books Inc., 1988. One of a series of number power books which deal with math skills on a progressive basis. They are used to prepare students for the GED.

Kirsch, Irwin S. Et. Al. ADULT LITERACY IN AMERICA. Washington, D.C.: U.S. Government Printing Office, 1993. A compendium of results of the national adult literacy survey using the Educational Testing Service Tests of Adult Literacy.

Lobb, Nancy. 150 WAYS TO KEEP YOUR JOB. Portland, Maine: J. Weston Walch, 1994. Student workbook on job related issues from good grooming to getting a raise.

Lowell, Stephens. CHOOSING A PLACE TO LIVE. Portland, Maine: J. Weston Walch, 1992. Reproducible book of activities dealing with renting, buying, leasing, a house, apartment, mobile home or condominium.

Miles, John H. BASIC TECHNICAL MATHEMATICS, A SOURCE BOOK OF APPLICATIONS. Portland, Maine: J. Weston Walch, 1989. Reproducible book of math problems from basic algebra to electricity.

Newton, David E. BASIC OCCUPATIONAL MATHEMATICS. Portland, Maine: J. Weston Walch, 1990. Student workbooks and teacher's manual with real life problems using skills from whole numbers to graphing.

Newton, David E. CONSUMER MATH SUCCESS KIT. Portland, Maine: J. Weston Walch, 1983. Reproducible adult literacy consumer math activities-budgets, credit, investments, interest, etc.

Newton, David E. MATH IN EVERYDAY LIFE. Portland, Maine: J. Weston Walch, 1991. A workbook, not a textbook of activities pertaining to adult literacy in math.

Parks, Sandra and Black, Howard. ORGANIZING THINKING. Pacific Grove, CA: Critical Thinking Press & Software, 1990. A guide to ways of teaching thinking skills with graphic organizers across curriculum and in personal problem solving.

Pauk, Ph.D, Walter. SIX-WAY PARAGRAPHS. Providence, R.I.: Jamestown, 1983. One hundred reading passages with readability from grade 4 to grade 8 teaching basic comprehension skills; main idea, subject matter, supporting detail, conclusions, clarifying devices, and vocabulary in context.

Pyrczak, Fred and Longmire, John. DIAGNOSTIC TESTS FOR MINIMAL MATH COMPETENCIES. Portland, Maine: J. Weston Walch, 1980. Reproducible copy masters with a survey test directly corresponding to competencies covered on 28 diagnostic tests.

Reinke, Robert W. Et. Al. CAPSTONE: THE NATION'S HIGH SCHOOL ECONOMICS COURSE, New York: National Council on Economic Education, 1989. A course in economic reasoning that requires student participation and encourages cooperative learning.

Rubin, Betsy. GRAMMAR WRITE AWAY, BOOK 1. Chicago, IL: Contemporary Books, Inc., 1990.

SCANS (The Secretary's Commission on Achieving Necessary Skills).
  LEARNING A LIVING: A BLUEPRINT FOR HIGH PERFORMANCE. 1992.
  TEACHING THE SCANS COMPETENCIES. 1993.
  TOWARD ACTIVE LEARNING: INTEGRATING THE SCANS SKILLS INTO THE CURRICULUM. Grant Project.
  WHAT WORK REQUIRES OF SCHOOLS. 1991. Washington, DC., U.S. Government Printing Office.

Stukel, Nadine B. ed. FORMS AND YOU. Portland, Maine: J. Weston Walch, 1983. Reproducible collection of forms students may encounter as adults; voter's registration, marriage license, job application, etc.

TRAINING Magazine. Minneapolis, MN: Lakewood Publications., 1994-1995. Good source of ideas for teaching adults.

Wlodkowski, Raymond J. ENHANCING ADULT MOTIVATION TO LEARN. San Francisco: Jossey-Bass, Inc., 1993. A guide to improving instruction and increasing learner achievement.

Women's Bureau, Department of Labor. THERE'S NO SUCH THING AS WOMEN'S WORK. VIDEO. Windsor, CA: 1987. A short video about women's contributions to the world of work.

Assorted commercial and teacher prepared materials.

Assorted technical and vocational manuals and materials.

GED and PRE-GED books and manuals.

Appendix A

RECAP Needs Form

Participant Name

Date Staff Initial

TALS SCORES	Date	
	Number	Level
Document	______	______
Prose	______	______
Quantitative	______	______

Please circle all that apply:

Education

10	ESL and/or grade equivalent of 1-4
9	Grade equivalent of 5-8
8	Grade equivalent of 9-12
7	No high school diploma or GED/HSED
5	High school diploma or GED/HSED, no occupational training
4	One year or more occupational training
3	Short term occupational training
0	College graduate or above

Employment

10	No significant work history
8	Less than 6 consecutive months of continuous employment
5	6 to 12 consecutive months of continuous employment
0	More than 12 consecutive months of continuous employment

Criminal History

10	2 or more felony convictions
8	More than 6 months incarceration
6	4 or more misdemeanor arrests with jail time
4	2 or more misdemeanor arrests with probation
2	2 or more misdemeanor arrests
0	No previous criminal history

Alcohol and Drug Abuse

10	Drug or alcohol related arrest(s)
8	Experienced blackout
5	Experienced a need to control alcohol or drug use
5	Experienced a marked tolerance in chemicals used
5	Withdrawal symptoms experienced
0	No alcohol or other drug abuse problem

NEED LEVEL

Points		
39-65	☐	HIGH NEED
14-38	☐	MEDIUM NEED
6-13	☐	LOW NEED
0- 5	☐	NO NEED

COMMENTS:

☐ **TOTAL POINTS**

Appendix B

Work Content

In the context of vocational education, participants will be required to complete orientation and job responsibilities in general vocational areas:

Sanding and Painting
Landscape and Turf Services
Custodial Assistant Trainee
Food Service Aid
Basic Construction Assistant
Pheasant Farm

Participants will rotate through available courses and training areas, and must meet specific competency requirements to earn a Certificate of Completion in an area. These areas are not exclusive and may change or be expanded.

Participants will be placed on a special utility crew and will then be available for special short-term projects. They will receive a letter of recognition upon completion of each project.

These general vocational areas are intended for those who are currently unemployed and lacking in employable skills. Participants currently employed will be reviewed for program compatibility. In order to keep a current job, the participant must have held that job for at least 3 months.

RECAP Program Guidelines

A select group of county inmates will be held accountable for the following rules, in addition to those stated in the Rock County Jail rule book.

While in this program, you will be assigned to a program schedule by the staff. You will be expected to follow it unless otherwise instructed by an authorized staff member. Once enrolled in RECAP, you will be expected to adhere to the following:

A. GENERAL RULES

1. Entrance to school and group will not be allowed once programming begins. This will be considered inadequate performance. You will purchase all related school materials; pencils/paper, etc. Books will be issued to you and will be returned to RECAP staff upon leaving the program. **Do not write in the books**.

2. When programming is conducted in dayrooms, TV and phones will be turned off, and all games and newspapers will be put away. Participants have individual schedules and will enter and leave group as needed. Be as non-disruptive as possible.

3. You will be required to initial or sign an attendance sheet at the beginning of all programs. Failure to do so will result in your not getting credit for those hours.

4. There will be no eating, drinking or smoking during school. When school is held in the program rooms, there will be no break while class is in session, unless approved by program staff.

5. Disruptive behavior and disrespect will not be tolerated during programming. Failure to comply will result in disciplinary action.

6. a. Disruptive behavior: Includes, but is not limited to, physically resisting a staff member or overt behavior which is unusually loud, offensive or vulgar and may include arguments, yelling, loud noises, horse-play or loud talking, which may annoy other people. Any violation of this rule may result in immediate expulsion from this program.

   b. Disrespect: Staff will not tolerate any abuse - verbal or physical - delivered to staff or another participant. Any participant showing disrespect for any person performing his or her duty is guilty of an offense, whether or not the subject of the disrespect is present, and even if the expression of disrespect is in writing.

Physical abuse towards staff will result in immediate expulsion from this program.

Disrespect includes - but is not limited to - derogatory or profane writing, remarks or gestures, name-calling, spitting, yelling and other acts intended as public expressions of disrespect for authority and made to other inmates or staff. Disrespect does not necessarily include all oral or written criticism of staff members; statements made through the mail or in therapy groups may be acceptable. Any violation of this rule may result in immediate expulsion from this program.

7. No one, other than staff, will use any device to call for an officer during program time.

8. All programs are subject to calcellation at any time by program staff or by jail staff.

B. REFUSAL TO ATTEND SCHOOL, GROUP OR WORK

Anyone who is physically able but refuses to attend school, group or work situations is subject to disciplinary action, unless the participant has obtained specific persmission to be excused. Determination of medical staff is final.

C. INADEQUATE PERFORMANCE

Any participant who has the ability to meet standards set for performance and fails to meet those standards is subject to disciplinary action. Performance standards will include attending and participating in programming and support group meetings.

D. PERSONAL HYGIENE

1. Good personal hygiene habits such as a daily shower, groomed hair, appropriate oral hygiene and an overall neat appearance will be expected.

2. Proper jail attire will be worn at all times with uniforms buttoned all the way. Proper work attire will be worn at job sites.

E. VIOLATIONS OF ANY JAIL OR HUBER (WORK RELEASE) RULES

F. DISPLINARY ACTION

Violations of rules, either from this addendum or the Rock County Jail rule book will result in the following:

1. First and second violations receive written warnings, and may necessitate a conduct report or referral to IRC.
2. On the third violation you will receive a conduct report and be removed from the program.
3. At any time clients may be referred to IRC.

Appendix D

Using the Tests of Applied Literacy Skills

These ETS Tests of Applied Literacy Skills were used by the National Adult Literacy Survey to assess and evaluate what literacy is in America, how literate Americans are, and what factors are contributing to and affected by levels of literacy.

Literacy is defined as: Using printed and written information to function in society, to achieve one's goals and to develop one's knowledge and potential. Over 26,000 adults were surveyed and some conclusions drawn. Self reported literacy is not very accurate. Grade level reporting of literacy is not particularly relevant to adults as that is typically determined by average performance of in-school norming on multiple choice, school relevant reading. Grade-level, typically determined, tends to measure progress in acquiring skills to **decode** printed materials rather than skills in **using** a variety of adult context printed materials.

Three levels of literacy were isolated and defined as separate and different aspects. They are **prose, document, and quantitative**.

Prose is mostly expository and requires locating, integratingi and generating information on an increasing level of difficulty.

Document literacy is locating, cycling and integrating information found in tables, schedules, charts, and graphs.

Quantitative literacy is performing arithmetic operations, some multiple operations with the information embedded in print and to some extent, using inferencing skills.

These tests take the same amount of time as the TABE to administer. They take a little more time to hand correct. The test form uses Item Response Theory as does the TABE. Scores are reported in RP80 form. This means that a student can predict that he/she will have an 80% probability of correct response on similar tasks. The precision of this information will allow an instructor to move a student or a whole class forward in designed performance skills. For example; The need for remediation, development, or enhancement of performance skills (such as locating, integrating or generating information) can be infused into a study program.

The TALS tests are available in two forms which can be used as pre and post test instruments of assessment. These instruments provide an estimate of current level of proficiency in specific areas of literacy; individually, by classroom or program.

Appendix D

Performance tasks on the tests are identified as to difficulty and complexity levels. For example; in Level 1 Document tasks, students are asked to located literal information. Level 2 tasks are to match information from text. Level 3 is to put together multiple pieces of information and to interpret graphs and tables. Levels 4 and 5 are more complex and demand higher literacy skills.

Adults in prison are far more likely to perform at the lower literacy levels. They may get along with a lower quality of life, lower earnings and limited choices. Performers at these levels are more likely to receive food stamps and to be in poverty.

Literacy should be viewed as currency in America. The more literate and able one is, the more access is granted to all areas of achievement. This information is documented and graphed in the NALS REPORT and can be shared with the inmate to motivate, inspire and select curriculum.

These tests of Adult Literacy Skills fit the following criteria for an effective assessment system as defined by SCANS LEARNING A LIVING: A BLUEPRINT FOR HIGH PERFORMANCE on pages 60-61.

1. "It defines and communicates what is to be learned--... A useful assessment not merely indicates success or failure in meeting the standards but identifies the degree of progress made in meeting them.

2....

3. It permits comparison of local performance to national benchmarks.

4. It protects students against sorting and labeling by moving away from distinguishing between "good" and "bad" to measuring performance against standards of what students should know and be able to do.

5....

6. It motivates students who believe that the assessment will count in the world beyond high school..."

Candidate	Social Security Number

Defense of Graduation Review

☐ Graduation Recommended

☐ Graduation Denied

Reason(s) for denial of graduation:

What student can do to meet graduation standards.

Defense of Graduation Committee Member Signatures: ______________________

____

____

____

____

Final Approval of GED Chief Examiner:

Signature: ______________________ Date: ____________

Student	Social Security Number

Student Self-Assessment

1. Length of time in program.
2. Estimated hours spent on homework per week.
3. Estimated hours spent on live/work vocational projects (or employment) per week.
4. Estimated hours spent on group projects per week.
5. Positive accomplishments in the last month.
6. Specific area(s) where improvement is needed.
7. My plan-outline for continued growth and improvement. (Include short term goals and specific timelines.)
8. Instructor/counselor suggestions.
9. Instructor/counselor signature ______________________________

Appendix G

Student	Social Security Number

SCANS 5.09 Program Placement Approval

COMPLETED:

_____ Meeting with Instructor/Counselor

_____ RECAP NEEDS FORM

_____ TALS LITERACY TEST

_____ One of the following:

  _____ 1. No high school diploma or GED/HSED.

  _____ 2. Limited or no significant work history

  _____ 3. Criminal history

  _____ 4. Chemical substance abuse

Committee recommendation:

_____ Yes, recommended for program participation.

_____ No, not recommended for program participation.
Reason for disapproval:

Approval of GED Chief Examiner:

Signature: ______________________________ Date: ____________

Date of placement in 5.09: ____________________

Student	Social Security Number

SCANS 5.09 Program Placement

After classroom observation and testing, it is our professional judgement that the above named student will best be served by seeking an alternative high school diploma.

____

____

____

____

Date ____________________

RECAP Handbook
Partners

RECAP

Rock County Education and Criminal Addictions Program

Cooperating Agencies:
Rock County Sheriff's Department
Rock Valley Correctional Programs, Inc.
Blackhawk Technical College

Handbook

Blackhawk Technical College has received a grant from the Department of Education, Cooperative Demonstration Program Correctional Education for a total of $252,695 per year for a three-year period, of which $167,049 or 66% is Federal funds and the remaining $85,646 or 34% is funded by in-kind contributions by Blackhawk Technical College, Rock County Sheriff's Department and Rock Valley Correctional Programs, Inc.

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Rock County Education and Criminal Addictions Program

Program Partners

Wisconsin State Probation and Parole, Rock County Sheriff's Department, Rock Valley Correctional Programs, Inc. and Blackhawk Technical College began a joint venture with state prisoners several years ago. Working together, educational and behavioral learning programs for prisoners have progressed with strength. The staff is dedicated, the students willing, the programs contain excellent content and the partners are constantly seeking ways to improve the program.

The success of the initial efforts with the state prisoners served as the impetus for expanding similar resources to the county prisoners. Using volunteer as well as staff time, the model format which follows is being implemented.

Evaluation will be ongoing and result in needed revisions. Sheriff Howard Erickson, Chief Deputy Jeff Tellefson (Rock County Sheriff's Department), and Cynthia Bagley (Blackhawk Technical College) supervise activities. We acknowledge that Commander Loveland (RCSD), Lieutenant Michael Natter, Art Leavens (RVCP) and Anita Wilcox (BTC) are the ones to whom credit and thanks need to be given. Their enthusiasm and efforts have changed the quality of life for prisoners on a daily basis.

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Rock County Education and Criminal Addictions Program

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Statement of Need

It is well known that Rock County has a very high criminal justice population (from 290 in 1992 to 480 in 1995). The jail is at or very close to its capacity and recidivism is at 60-80%. The **Rock County Education and Criminal Addictions Program (RECAP)** is an idea whose time has come.

This model program came about to address the issues surrounding recidivism; lack of education, poor job skills, chemical dependency and the criminal lifestyle. The individual components are described later in this packet.

RECAP introduces selected clients to a more responsible lifestyle through competency based skill training needed to become more responsible citizens; thereby reducing the rate at which they re-offend. RECAP incorporates the expertise of many different organizations, including Blackhawk Technical College, Rock Valley Correctional Programs, Inc., the Rock County Jail staff and other agencies as need arises.

The RECAP Program is grateful for the assistance and support of The U.S. Department of Education.

Through this cooperative effort, recidivism has been reduced among those inmates successfully completing RECAP.

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Outline of Program

RECAP is a model Department of Education funded program which includes chemical abuse/cognitive skills programming, on-the-job training, and academic and vocational education (GED/HSED/Basic Skills Education, Career Decisions/ Employability Skills.)

Program participants gain knowledge in criminal thinking theory and chemical abuse education for responsible living. They increase grade levels for entry into specific vocational programs and/or begin and possibly complete preparation for a HSED. Participants increase the quality of their lives by not returning to jail. Follow-up by RECAP staff increases likelihood of non-return.

Men and women housed in the Rock County Jail as a condition of probation, those sentenced by the courts and Huber-qualified persons are potential participants. The program is limited to 38 men and 8 women.

Programming is held daily, Monday through Friday, and includes 8 hours of school, 8 hours of group and up to 18 hours of work/job training per week. Support groups, video education, ITFS education and supervised study times are also scheduled.

Classes are held in the program rooms of E and F Units. Group sessions are in the F-West dayroom. Participants are housed in F-West and F-North.

This program is a coordinated effort involving Blackhawk Technical College, Rock Valley Correctional Programs, Inc., the Rock County Jail, Dept. of Corrections Probation and Parole, and other community agencies.

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Benefits of Participation in RECAP

1. Acquire Good Time at completion of the program.
2. Earn a Certificate upon completion of the program.
3. Raise educational scores; earn an HSED; enrichment; develop computer knowledge; use video education and ITFS (Instructional Television Fixed Service.)
4. Experience various work areas with a Competency Certificate in each area.
5. Develop good work habits and a complete resume.
6. May fulfill court requirements for AODA assessment and treatment.
7. Develop job possibilities upon release.
8. Learn to be a responsible citizen.
9. Receive follow-up services: assistance with information and referral to find and use child care, transportation, education, financial aid, job seeking, support groups, etc.
10. Receive and give support needed to make important personal changes.
11. Begin lifestyle changes to better quality of life.

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Criteria for Selection and Admission to RECAP

1. No preference will be given based on race, sex, age, disability or educational level.
2. Participation will be on a voluntary or court ordered basis only. The program is available only to Rock County inmates.
3. Preference will be given to those inmates sentenced to 120 days or more, unless court ordered.
4. Inmates must be sentenced with Huber law or work release privileges, unless otherwise ordered by the court.
5. Preference will be given to those inmates who are unemployed, provided they meet the other criteria.
6. Preference will be given to those inmates with special educational needs, provided they meet the other criteria.
7. Preference will be given to those inmates with documented alcohol and drug abuse needs, provided they meet the other criteria.
8. Inmates selected will abide by the Huber and jail rules, and any rules written specifically for the RECAP program.
9. Inmates selected must sign an agreement to participate in all programming deemed necessary by the program director or his/her designee.
10. No juveniles will be accepted in the program unless sentenced as an adult.

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RECAP Needs Assessment

Date	Client Name	
Age	Race	Sex ☐ Male ☐ Female
Offense		Jail File Number
		Agent
Date Entered Jail	Date Entered RECAP	

Referral: ☐ Probation ☐ Self
☐ Court ordered ☐ ATR

Need Areas:

Y N
☐ ☐ High School Diploma / Basic Skill Need
☐ ☐ Vocational Training ; Field: ____________________
☐ ☐ Less than one year continuous work at one job
☐ ☐ Drug / Alcohol Related Arrests
☐ ☐ Experience Blackouts
☐ ☐ Increase Intolerance
☐ ☐ Felony Arrests; Number: __________________
☐ ☐ More than 6 months Probation
☐ ☐ Previous Jail Time
☐ ☐ Previous Treatment

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Inmate Review Committee (IRC)

Overview

RECAP seeks to address four areas which have historically been problematic to living a crime free, non-criminal lifestyle for those involved in the Criminal Justice System. These are:

1. Education - academic and vocational issues
2. Employment - no work history or an erratic work history and few, if any, employability skills
3. Criminal History - two or more misdemeanor arrests, felony convictions/arrests
4. Alcohol and drug abuse - substance abuse interfere with function and/or contributes to criminal behavior

The main objective of RECAP is to eliminate or at least diminish the chances of persons returning to jail. Thus, recidivism and its reduction is a major issue. The program offers participants the tangible benefits of academic and vocational training, as well as cognitive skills training which should enhance lucid thinking and positive behavior.

Participants in RECAP are on straight sentences to jail as ordered by a judge, probationers who are ordered into RECAP as a condition of their probation terms under the Department of Corrections, or volunteers who have enough time, at least five months, in which to complete the program.

The IRC is made up of members addressing the four areas of an inmate's jail adjustment within the program:

1. Treatment Manager
2. Education Manager
3. Jail/Work Release Supervisor
4. Jail Liaison from the Department of Corrections

The IRC functions include:

1. Intake review
2. Progress review
3. Termination or graduation review
4. Exit review
5. Establishment of entry and exit dates
6. Establishment of a recall system by which an inmate's case is reviewed for progress after release from the jail. Recalls will continue while the person is "on paper" with the Department of Corrections.

As RECAP is a product of various agencies, the coordinating function of a central committee should also enhance the attainment of goals for each agency. The use of recall dates is a unique follow-up system and should be a genuine motivator for clients to stay involved in their programs. This feature is unique to Rock County. None of the 71 remaining counties has this type of follow-up to any program. In conjunction with the DOC agents supervising their cases, case planning and objectives will have an impact on the participants' lives.

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Inmate Review Committee (IRC)
Review and Action List

The following inmates will be seen by IRC on: ______________________
(date)

NAME	AGENT	TYPE	ACTION TAKEN	RELEASE	RECALL

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Inmate Review Committee (IRC)
Client Record

NAME	INTAKE ____________ TERMINATION DATE ____________ GRADUATION DATE ____________ FOLLOW-UP DATE(s) ____________
ADDRESS	
PHONE NO.	COURT CASE NO.
NEED LEVELS 3 - High Education ____ 2 - Medium Employment/ Training ____ 1 - Low AODA/ Criminal History ____	JAIL ID NO. ____________ JUDGE: ____________ AGENT: ____________ OFFENSE (S): ____________
	SENTENCE ____ Straight ____ Condition of Probation ____ ATR ____ Huber
PROJECTED RELEASE DATE	ACTUAL RELEASE DATE

Program Information: ____

____

____

____

MEMBERS	RECALL DATE

Copies to: Judge, Agent, File, Client

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Pre-Entry Agreement

1. I will participate in the RECAP program for at least 4 months, and earn at least 32 points on the School and Group Evaluation Report to successfully complete the program, and a 28 for work release.
2. I will absolutely abstain from the use of alcohol and all other non-prescription drugs while I am a participant in this program.
3. I will provide staff on duty with a urine sample upon their request and within two hours of the time such a request is made.
4. I will participate in an academic and career assessment, and an AODA and mental health assessment, and I will cooperate with any treatment deemed necessary.
5. I will participate in all group and school activities held as a part of the RECAP program.
6. I will participate in individual counseling sessions and AODA, school and work activities as assigned by RECAP staff.
7. I will be on time for all activities and meet the daily attendance standards.
8. I will participate in the program Monday through Friday, according to the schedule given to me.
9. I will complete a life line, criminal inventory, autobiography and victim letter prior to completion of the program.
10. I will abide by all program responsibilities, both written and verbal.
11. To obtain employment outside the program, the participant must have Huber privileges and maintain a 28 on the evaluation.
12. I agree to allow sharing of my file information among agencies participating in RECAP.

I fully understand the above provisions and all other rules governing my behavior in this program. I realize that I am solely responsible for my own conduct and that any violations of the above provisions or jail rules may result in my removal and/or termination from the program.

Participant Signature *Date*

Staff Signature *Date*

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Program Guidelines

A select group of county inmates will be held accountable for the following rules, in addition to those stated in the Rock County Jail rule book.

While in this program, you will be assigned to a program schedule by the staff. You will be expected to follow it unless otherwise instructed by an authorized staff member. Once enrolled in RECAP, you will be expected to adhere to the following:

A. GENERAL RULES

1. Entrance to school and group will not be allowed once programming begins. This will be considered inadequate performance. You will purchase all related school materials; pencils/paper, etc. Books will be issued to you and will be returned to RECAP staff upon leaving the program. **Do not write in the books.**

2. When programming is conducted in dayrooms, TV and phones will be turned off, and all games and newspapers will be put away. Participants have individual schedules and will enter and leave group as needed. Be as non-disruptive as possible.

3. You will be required to initial or sign an attendance sheet at the beginning of all programs. Failure to do so will result in your not getting credit for those hours.

4. There will be no eating, drinking or smoking during school and group. When school is held in the program rooms, there will be no break while class is in session, unless approved by program staff.

5. Disruptive behavior and disrespect will not be tolerated during programming. Failure to comply will result in disciplinary action.

6. Disruptive behavior: Includes, but is not limited to, physically resisting a staff member or overt behavior which is unusually loud, offensive or vulgar and may include arguments, yelling, loud noises, horse-play or loud talking, which may annoy other people. Any violation of this rule may result in immediate expulsion from this program.

   Disrespect: Staff will not tolerate any abuse--verbal or physical--delivered to staff or another participant. Any participant showing disrespect for any person performing his or her duty is guilty of an offense, whether or not the subject of the disrespect is present, and even if the expression of disrespect is in writing. Physical abuse towards staff will result in immediate expulsion from this program. Disrespect includes--but is not limited to--derogatory or profane writing, remarks or gestures, name-calling, spitting, yelling and other acts intended as public expressions of disrespect for authority and made to other inmates or staff. Disrespect does not necessarily include all oral or written criticism of staff members; statements made through the mail or in therapy groups may be acceptable. Any violation of this rule may result in immediate expulsion from this program.

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7. No one, other than staff, will use any device to call for an officer during program time.

8. All programs are subject to cancellation at any time by program staff or by jail staff.

B. REFUSAL TO ATTEND SCHOOL, GROUP OR WORK

Anyone who is physically able but refuses to attend school, group or work situations is subject to disciplinary action, unless the participant has obtained specific permission to be excused. Determination of medical staff is final.

C. INADEQUATE PERFORMANCE

Any participant who has the ability to meet standards set for performance and fails to meet those standards is subject to disciplinary action. Performance standards will include attending and participating in programming and support group meetings.

D. PERSONAL HYGIENE

1. Good personal hygiene habits such as a daily shower, groomed hair, appropriate oral hygiene and an overall neat appearance will be expected.

2. Proper jail attire will be worn at all times with uniforms buttoned all the way. Proper work attire will be worn at job sites.

E. VIOLATIONS OF ANY JAIL OR HUBER (WORK RELEASE) RULES

F. DISCIPLINARY ACTION

Removal from program (for a 30-day minimum) may occur with concurrence of RECAP staff, at any time. Violations of rules, either from this addendum or the Rock County Jail rule book will result in the following:

1. First and second violations receive written warnings, and may necessitate a conduct report or referral to IRC.

2. On the third violation you will receive a conduct report and possible removal from the program.

3. At any time clients may be referred to IRC.

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RECAP Disciplinary Action

Violations of Any Rules, Either from this Addendum or the Rock County Jail Rule Book Can Result in Any of the Following Actions:

1. **MAJOR RULE VIOLATIONS** will result in an automatic 30-day removal and your bed will be reassigned. Your agent will be notified and you will return when a bed is available. Major violations are:
   - ABSCONDING or DEVIATION
   - CONTRABAND that is determined unhealthy TO SELF OR OTHERS
   - PHYSICAL CONFRONTATIONS or THREATENING BEHAVIOR towards staff or other inmates
   - POSITIVE UA screens

   1a. Any jail rule violations may be handled at the discretion of the staff (both jail and RECAP).

2. **MINOR RULE VIOLATIONS** can be written for any JAIL, HUBER, OR RECAP RULE VIOLATIONS, and will be given to RECAP STAFF for group discussion and group disposition. SANCTIONS WILL BE GIVEN IN THE FORM OF EXTRA DUTY IN THE UNIT. RECAP staff will file copy of rule violations in the unit control card after group discussion and disposition.

   2a. MINOR rule violations written before entry to RECAP will be removed from the control cards.

3. **AFTER RECEIVING A MAJOR VIOLATION OR THREE (3) MINOR RULE VIOLATIONS**, conduct reports will be written and a hearing will be held by jail staff. Guilty dispositions will follow jail rule punishment guidelines. In the event that a conduct report disposition is referred to RECAP staff for final disposition, consequences may be any of the following:
   - EXTRA DUTY IN THE UNIT
   - RESTRICTION FROM COMMUNITY SERVICE PROJECTS (Need 20 Points)
   - REMOVAL FROM RECAP - 1st three violations will be 5 days, 2nd three violations will be 10 days, and 3rd three violations will be 15 days. (These days will be added on to any lockdown days given.) If removed in this manner, your bed will be held for return after the sanction.
   - RESTRICTION OF ANY OUTSIDE WORK HOURS. (Need 28 points and HUBER)

In the event of removal from the program for the above rule violations, your bed will be held for return after the sanction.
In the event that a sanction is not satisfactorily completed, a second conduct report will be written and the jail rule guidelines will apply.

4. If an evaluation is less than compliant (20 points) the inmate will be removed in the following manner: The inmate will have 2 weeks to improve the evaluation score. If this does not happen, the inmate will be removed for 5 days. Upon returning and with the next evaluation, the inmate must score over 20 points or be removed for 10 days, etc.

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Rock Valley Correctional Programs, Inc.

Re-Entry Contract

CLIENT	ENTRY DATE	COUNSELOR
STATUS	PROGRAM	AGENT

1. I will provide a written, personal inventory that addresses my behaviors which lead to my arrest and/or removal from this program. My inventory will be completed within 24 hours of returning to this program, and I will share it with group members.
2. I will provide my primary counselor with a written plan for support groups within 24 hours of re-entry.
3. ______________________________
4. ______________________________

I understand and agree with the terms of this contract.

Client Signature ____________ *Date* ____________

Counselor Signature ____________ *Date* ____________

Copies to: File, Client, Agent

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Rock County Educational and Criminal Addictions (RECAP) Weekly Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6-12:30	KITCHEN	KITCHEN	KITCHEN	KITCHEN	-------
8-8:30	VIDEOS	VIDEOS	VIDEOS	VIDEOS	VIDEOS
8:30-10:00	READING	MATH	COMMUNITY SRVC	ON JOB TRAINING	ON JOB TRAINING
10:00	BREAK	BREAK	BREAK	BREAK	BREAK
10:15-11:45	GROUP	GROUP	ON JOB TRAINING	ON JOB TRAINING	ON JOB TRAINING
11:45-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-2:00	GROUP	EMPLOYABILITY	SPEAKERS AS AVAILABLE		
2:00	BREAK	BREAK	SPEAKERS, AS AVAILABLE	BREAK	BREAK
2:15-3:45	WRITING	GROUP	SPEAKERS, AS AVAILABLE		
4-5:00	DINNER	DINNER	DINNER	DINNER	DINNER
6-7:00	STUDY TIME	STUDY TIME	STUDY TIME	STUDY TIME	STUDY TIME
6-9:00		LEARNING LAB		LEARNING LAB	
Evening Hrs	A.A.	CHURCH			

EXAMPLE FOR STUDENT "A"

Name ____________________

Date ____________

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Group Content

Crisis Group
Clients discuss the events of their lives from the previous day or evening, including any good things that may have happened or problems faced. They receive feedback from fellow group members and staff in an attempt to solve problems and choose options for future positive behaviors.

Criminal Thinking
Based on Samenow and Yochleson's theory using 10 thinking errors and tactics to avoid accountability. Sessions are conducted in a lecture format in which clients are asked to examine their thinking patterns. Criminal thinking is approached as a co-dependency issue in which criminal thinking and chemical dependency are a dual diagnosis. Clients hold each other accountable daily for their behavior. Criminal thinkers learn what the restraints are in life and what initiatives are necessary for change. They are taught that life is a series of problems they have to meet and struggle with in a responsible way.

Chemical Dependency
Information is provided on the pharmacology of alcohol and other drugs of abuse and the impact on participants' lives. Based on the disease concept, these lectures focus on the development of the disease and its effects, and relapse prevention.

Support Groups (Provided by 3rd party programs)
A.A. - Alcoholics Anonymous (Meetings held weekly as a support group for all participants.)

N.A. - Narcotics Anonymous

Bible Study (if desired)

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Criminal Thinking and Chemical Addictions

32 Sessions - 1.5 hours each
96 hours minimum

GOAL: To increase the awareness of criminal thought processes and chemical addiction process of the RECAP participants by (1) group and individual counseling sessions and (2) individual assigned work.

EXPECTATIONS: (32) 1.5-hour groups (M & T 8:30-10:00 am 12:30-2:00 pm)
(Th & F 10:15-11:45 am 2:15-3:45 pm)

GROUP: Participants will be in groups a minimum of 2 days per week and attend a minimum of (4) 1.5-hour scheduled groups per week.

Participants will have available to them individual sessions at the discretion of counseling staff during the time of stay.

1. Clients will be expected to attend and actively participate in the group process. ("Actively" will mean to address individual issues and to complete homework assignments.)

2. Clients will be expected to complete homework assignments ON TIME, as assigned.

3. Clients will be held accountable for performance in all areas of this process. Clients failing to abide by this will be removed from the program.

4. Clients choosing to remove themselves from RECAP need not repeat any assignments, however, they will need to submit some work to show responsibility for self while in inactive status.

5. A pre / post test will be used to measure client's increase in knowledge. Clients scoring less than 80% on the post test will have one opportunity to retake the test.

6. Completion will be recommended if the client has (1) completed the course work with active participation and only excused absences; (2) completed all competencies as listed; (3) demonstrated a positive attitude towards participation; and (4) scored at least 80% on the post test.

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Educational Content

(Classroom)

Basic Skills Remediation and GED/HSED instruction for incarcerated county men and women is provided as an ongoing program. The continuation of instruction for these individuals at other educational sites upon their release is encouraged. Students will take diagnostic and HSED predictor assessments to determine levels of instruction needed. Career decisions and employability skills courses will be offered to help inmates find and keep a job.

The project will have the following components:

- recruiting students
- providing remedial instruction (Level I, grades 0-5.9)
- pre-GED instruction (Level II, grades 6-8.9)
- providing GED/HSED preparation and instruction (Level III, grades 9-12)
- providing career development and employability skills instruction, included non-traditional options
- assessing entry and exit level scores
- providing enhanced basic skills instruction in jail dayrooms and classrooms through the use of television and computers
- selecting and assessing students to use ITFS (Instructional Television Fixed Service)
- arranging for GED testing

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Program Student Expectations

THE STUDENT WILL:

1. Attend scheduled classes as assigned. If unable to attend, student will let the instructor know why.
2. Bring all materials needed for each class; pencils, paper, textbooks, etc.
3. Do assigned work and turn into correct instructor.
4. Do independent work and turn into correct instructor.
5. Complete one and one-half to two hours homework per week for each class scheduled.
6. Follow established jail and RECAP rules in the classroom.
7. Use the computers in an effective and organized manner; completing Activity sheets during each class session.
8. Complete TABE (Test of Adult Basic Education) diagnostic tests upon entry to program and then before completion of RECAP for re-testing.
9. Take GED Practice tests, if in need of an HSED, and earn at least a 55 before taking the actual GED test.
10. Continue to study for Health & Civics upon successful completion of 5 GED tests.
11. Enter and successfully complete the Employability Course; either for successful program graduation or for use in earning the HSED.
12. Work independently when not on a computer or when the instructor is with another student.
13. Watch videos as shown and complete a short summary sheet or an individual worksheet which will be turned in as requested.
14. Develop an understanding of basic skills needed for work on the job and work to fulfill/meet his/her individual needs are, thereby showing academic gains in workplace basic skills.
15. Begin to set short and long term educational goals; continue basic skill remediation; earn GED/HSED; enroll in other educational programs.
16. Work to improve interpersonal, communication and teamwork skills while in the classroom and in study sessions.

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Learning Contract

Name	Social worker or Probation officer
Unit	Social Security #
Entry Date	Release Date

TABE ASSESSMENT TOTALS	Reading	Math	Language

What are you going to learn? (Objectives in any 1 or more of these areas: Reading, Writing, Science, Math, Social Studies.)	How are you going to learn it? (Resources, amount of homework, number of hours in a class per week.)	How are you going to know that you learned it? (Inventories, diagnostic reassessments, GED predictors, GED test results)

Participant Signature　　　　Date

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Work Content

In the context of vocational education, participants are required to successfully complete orientation safely, and job responsibilities in at least one of the following general pre-vocational areas:

Landscape and Turf Services
Custodial Assistant Trainee
Food Service Aid
Basic Construction Assistant

Participants rotate through available courses and training areas and must meet specific competency requirements to earn a Certificate of Completion in each area. These areas are not exclusive and may change or be expanded.

Participants may be placed on a special utility crew and will then be available for special short-term projects. They will receive a letter of recognition upon completion of each project.

These general vocational areas are intended to provide on-the-job-training to increase necessary entry level work skills. Participants currently employed will be reviewed for program compatibility.

A participant's job performance is evaluated twice per month based on the following three criteria; attendance, aptitude, and attitude. This form is completed by program supervisor.

Participants will be able to do Community Service activities as occasions arise. Areas of participation may include: County agencies, non-profit organizations needing short term assistance, emergency help for storm damage in communities, community clean-up projects, etc. If a participant is court-ordered to Community Service, he/she will receive credit while in RECAP. If not, credit will be given as program hours. These projects will reinforce positive work attitudes and habits.

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Semi-Monthly Work Evaluation Report

Participant: ______________________

Job Site: ______________________

Supervisor: ______________________

Date: ______________________

In order to receive a competency certificate, the student will need to earn a minimal work place rating. Please evaluate your employee in the following areas, based on the given criteria. Indicate whether employee's work is SATISFACTORY or UNSATISFACTORY, and comment if desired or necessary.

1. ATTENDANCE

☐ Satisfactory ☐ Unsatisfactory
Criteria: On time for work, maintains a daily schedule, privileges are used in a responsible manner.
Comments:

2. APTITUDE

☐ Satisfactory ☐ Unsatisfactory
Criteria: Desires to learn new jobs, acknowledges fears and risks of trying new job task, is appropriately prepared for work assignments, understands and follows safety rules.
Comments:

3. ATTITUDE

☐ Satisfactory ☐ Unsatisfactory
Criteria: Works well with authority figures, continues to work in spite of failures or disappointments, works well with peers, looks for positive experiences in each task.
Comments:

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Individual
RECAP Community Service List

Name

Date	Place	Time In	Time Out	Total Hours

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Procedure for RECAP Job Specials

Anyone wishing to job seek while in the RECAP program will meet the following requirements:

1. Must be in the program at least two months.
2. Attain and maintain at least a 28 on monthly evaluations.
3. Must be in employability class and have an approved application on file with instructor.
4. Any employment must allow for continued involvement in RECAP.
5. A minimum of at least three sites when getting Special.
6. Request for Specials must be made at least 72 hours in advance.
7. Client must provide proof of job availability.
8. Time for Specials will be 9am - 12pm and 1pm - 4pm.
9. Days allowed for Specials are Tuesday - Thursday.
10. Should employment be secured, HUBER officer will complete related paperwork.

Failure to comply with any of the above conditions can result in termination of privileges and removal from RECAP.

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RECAP Evaluation Schedule

Date ____________________

Time ____________________

70% - 28 points to Work

80% - 32 points to Graduate

Total Possible: 40 points

NAME	ENTRY DATE	COMMENTS

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Progress and Performance Evaluation Report

* Rev. 4-10-94

Participant: ______________________ Staff: ____________ Date: ____________

Evaluation Point System: 1 - Resistant 2 - Compliant 3 - Self-Directed Progress 4 - Generalizes Progress to Community
Total possible points: 40
28 points or 70% is necessary to obtain outside employment.
32 Points or 80% is necessary for Certificate of Completion.

1. **Demonstrates self-disgust for criminal behaviors** ______
   a. Takes ownership for the part he/she has played in failures, problems, crimes
   b. Takes responsibility for his/her own behaviors and does not blame others
   c. Acknowledges criminal thinking as a progressive life pattern
   d. Understands that criminal thinking affects many areas of his/her life
   e. Doesn't delay growth believing that he/she will act differently upon release

2. **Displays remorse and shows empathy for his/her victims** ______
   a. Understands, acknowledges, and respects the rights of others
   b. Understands the levels of society affected by his/her criminal behavior
   c. Understands that behaviors have effects on communities and ultimately on society
   d. Acknowledges that those behaviors have been abusive, destructive, and expensive
   e. Takes steps to make amends to victims

3. **Discloses, is receptive, and self-critical about criminal and using behaviors** ______
   a. Brings up core issues of criminality and chemical abuse to large group
   b. Brings up significant academic and employability needs in school
   c. Acknowledges fears of risking and trying new behaviors/thinking
   d. Expresses positive reactions about school and group participation
   e. Accepts constructive criticism from peers and group/school leaders

4. **Is realistic thinker about his/her participation as a productive community member** ______
   a. Does not set up diversionary tactics to avoid accountability
   b. Accepts level of ability at entry and works to increase skills
   c. Sets goals, gathers resources, and sets aside study time
   d. Understands the value of an education for his/her future
   e. Identifies and acts on major barriers to employability
   f. Accepts responsibility for self

5. **Identifies and acts on major life problems** ______
   a. Defines core issues which have contributed to antisocial behavior
   b. Asks for help at appropriate times and in appropriate ways
   c. Creates and acts on a plan to create a more healthy life style
   d. Continues a task even if there is not an immediate payoff
   e. Works to become a positive and employed member of community
   f. Displays a healthy respect for hygiene, grooming, and self care

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6. **Demonstrates self-discipline in handling program responsibilities** ______
   a. Continues to work in spite of initial failures and disappointments
   b. Works in spite of disappointments in the performance of others
   c. Is punctual and regular in school and group attendance
   d. Brings required books and materials to class
   e. Keeps materials organized and ready to be used
   f. Uses books, materials, and computers without defacing them
   g. Submits required and self-directed work and video sheets on time
   h. Takes ownership and personal responsibility for his/her learning
   I. Focuses on the task at hand without delaying or diversionary tactics

7. **Supports peers in their progress in program expectations** ______
   a. Displays a sense of obligation and concern for the larger community
   b. Acknowledges and supports the contributions of others
   c. Gives feedback and support to others in a helpful manner
   d. Suggests specific behavior changes to members of the RECAP community
   e. Supports peers in making life style changes
   f. Works in a cooperative community without the need for outside control

8. **Eliminates chemical abuse/criminal thinking using behaviors from daily life** ______
   a. Acknowledges criminal thinking/chemical abuse tactics
   b. Avoids victim stance when confronted
   c. Avoids using I can't to mean I won't
   d. Avoids lying or manipulating by omission, vagueness, and/or silence
   e. Points out using behavior patterns with examples fro his/her past
   f. Substitutes more healthy ways of dealing with daily problems

9. **Works appropriately with authority** ______
   a. Commits to tasks that may seem boring and/or disagreeable
   b. Accepts positive assistance from instructor or group facilitator
   c. Works within jail and programming guidelines
   d. Displays an appropriate respect for employees and their assigned duties
   e. Works as a team player respecting both peers and the individual in authority
   f. Asks questions appropriately when he/she does not understand information

10. **Attends and participates in support groups as a part of a recovery program** ______
   a. Regularly attends AA, NA, and/or Bible Study meetings
   b. Understands the importance of support groups in a life style change
   c. Creates a network of support persons
   d. Encourages his/her peers to attend and participate in support groups
   e. Includes support groups as a part of aftercare plan
   f. Displays a knowledge of times and locations of support groups in an aftercare plan

Group Sharing, Feedback and Commitment ______:

Academic Skills ______:

Employability Skills ______:

Video ______:

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Completion Criteria

To successfully complete this program, participants will need to meet the following criteria, which includes attending and participating in all scheduled class or group sessions:

Academic Skills	• Raise grade levels in at least one area - Reading, Math, Writing - at least 2 grade levels, as necessary and appropriate • Work towards or complete GED/HSED, if necessary and appropriate • Watch videos as assigned
Treatment	• Complete Criminal Inventory • Complete Autobiography • Complete Lifeline • Complete Victim Script • AfterCare and Relapse Prevention Plan • Attend Support Groups
Live Work/ Employability	• Successfully complete at least one on-the-job training situation • Display appropriate work attitudes in all community service experiences • Complete Employability Skills course successfully
Overall	• Final evaluation of 32 points or better • Recommendation of RECAP staff • Fulfill Probation and Parole and/or Court recommendations, as necessary and appropriate

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Program Contacts

Location:	Rock County Education and Criminal Addictions Program Rock County Jail 200 Highway 14 East Janesville, WI 53545
Program Director	Cynthia Bagley Blackhawk Technical College (608) 756-4464 or 757-7991
Program Manager, Education	Anita Wilcox Blackhawk Technical College (608) 757-7991
Treatment Specialist	Art Leavens Rock Valley Correctional Programs, Inc. (608) 757-7991
Jail Industries Supervisor	Lt. Michael Natter Rock County Sheriff's Department (608) 757-7968
Jail Commander	Commander Barbara Barrington Rock County Sheriff's Department (608) 757-7969

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Advisory Committee Partners

RECAP and RECAP/Beta Advisory Committee Suggested Procedures

New Members:

1. Send a letter to prospective members stating the purpose of meetings, role of the advisory committee, number of meetings to anticipate, and where meetings will be held. Ask them to think over becoming a member and that a telephone call will follow in a week. The purpose of the telephone call is to answer questions and determine if they can make the time commitment, and see if they wish to be a member.

2. Mark date of contact on calendar and follow-up in a week with a personal call. If the contact cannot serve, ask if they would like to be re-contacted at a later time.

3. All partners need to be responsible for providing names and contacts for possible membership. (The issues of ethnicity and geography need to be considered when suggesting members, as well as other areas of membership make up as outlined in Membership.)

Inactive Members:

1. If members have not attended or communicated their reasons for non-attendance for 3 Advisory Committee meetings and it has been determined that timely and appropriate communication has been made by the RECAP partners, a designated staff member will call to see if the member wishes to continue, or desires to no longer be a member.

2. Inactive members should continue to receive informational mailings and be invited to special events. If they cannot be active at the present time, they should know that they will be welcomed back when their schedule permits active participation.

Calendar:

1. Advisory members, as well as staff, are extremely busy people. For that reason, a six month calendar of meeting dates is desirable. This allows members to post their calendars in a timely fashion and set aside the necessary time.

2. If there is a change in the calendar, changes must be sent to all members, with particular attention to members that were not in attendance.

Agenda:

1. All partners need to share the responsibility of preparing the agenda so that it reflects the needs and various concerns of all aspects of RECAP. Projects, programs and services that relate to RECAP need to be included so that the Advisory Committee is well versed in all aspects that impact program delivery and management. A set procedure needs to be in place for getting items on the agenda, such as calling two days prior to meeting.

RECAP and RECAP/Beta Advisory Committee Suggested Procedures (cont.)

Membership:

1. The Advisory Committee Membership will be drawn from the community and represent interest and expertise from a variety of viewpoints. Areas to include, but need not be limited to, membership that represents:

    - volunteers
    - the community at large
    - service organizations
    - labor representatives
    - county government
    - the treatment community
    - educators
    - judicial / bar
    - employment agencies
    - ethnic representation
    - geographic representation
    - partnership representation (jail, treatment, education)
    - corrections representatives
    - citizens

    Issues of diversity, geography, and expertise need to be considered when suggesting members. The committee must reflect the community and program, and bring varied skills to the decision-making process.

2. Sub Committees: from time to time, committee assignments may be made to further study and make recommendations in specific areas. If needed, additional persons may be asked to serve on these committees, providing specific expertise as needed. These committees will report activities to and receive direction from the Advisory Committee. Recommendations from the Sub Committees will be acted on by the full Advisory Committee.

Procedures for Monthly Advisory Committee Meetings:

1. Partners will discuss proposed agenda items and finalize agenda. Committee Members are to call with agenda items 2 days prior to meeting.

2. Prepared agenda will be provided to the assigned secretary for final preparation one full working day before meeting is to occur.

3. Minutes will be taken at the Advisory Committee Meetings and provided to members with meeting notifications whenever possible. If not, (when volunteers are taking minutes) they will be distributed at the committee meeting with time allotted to read and comment.

RECAP and RECAP/Beta Advisory Committee Suggested Procedures (cont.)

4. The meeting moderator will assure that agenda is followed and time line allocated for meeting is met.

Procedures for Notifying Advisory Committee Members of Meetings:

1. A calendar, six months in advance if possible, will be prepared and sent to all members with request to post in advance.

2. A mailing will be sent to individual committee members 2-1/2 to 3 weeks before scheduled meeting. Include past minutes, if available.

3. A follow-up telephone call will be made 2 days before meeting. An attempt will be made to count the number who will be in attendance.

4. If there are an undo number who are unable to attend, the meeting will have to be canceled. Members will be called notifying them of the cancellation and given a new date for meeting. It is very important that a method of contact is utilized that assures the committee members get the cancellation message and that non drive unnecessarily.

5. Although the members have been given the new date by phone, follow-up with written confirmation.

advispro.wpd
8-24-95

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Treatment
Rock Valley Correctional Programs

Premise for the Cognitive Process and AODA Course

The **idea of change** needs to be grounded in the assumption that **learning** is a gradual process. That along the learning road of **self change**, it is a natural occurrence to have **setbacks**. When faced with a setback, it does not mean **failure**, but the need to **change direction**. Choosing the correct change in direction is described as **positive development**, choosing the incorrect change in direction is described as **negative development**, and making no change is described as **non development**. The choice made during the learning process is usually dependent on the **knowledge gained** and **historic outcomes** of previous choices. It must also be noted that in some cases, due to ignorance, lack of social guidance, negative physical environment, induction of mind/mood altering chemicals or peer pressure, the choice of direction is not always within the individuals sole control.

The RECAP program participants have typically not developed these understandings of change or learning. Due to numerous setbacks along their roads of learning, with either incorrect choices or no choices, these participants have been faced with many developmental problems. Throughout the participants lives, the ability of processing thoughts through a series of progressions is lost and they have learned to respond on instinct.

The RECAP program staff, through the cognitive process, must pave a road for the participants to travel which will encourage positive development, show clear choices to setbacks, and have a definite goal. This is accomplished through the communication of all staff and the knowledge that each area of the RECAP program impacts on all of the other areas. Life and change are not, nor can be, limited to just Education, Vocation, Security or Treatment issues, but must encompass an understanding of the overall lifestyle of the offender population. Without the unified communication of all staff, in all aspects, they will become setbacks to themselves as well as the participants.

An integral part of this process is having the participants living in one common unit. Within this unit, all behaviors are confronted by staff and other participants as they impact the major life areas. This is accomplished via the use of charts on walls showing a continuum of accountability, thinking errors, tactics, and the relationship between these materials and the demonstrated behaviors. This fosters a community spirit that allows for the participants' to feel safer to explore the true self, without as much fear of retribution or ridicule.

The RECAP program has shown that this process is effective in affecting change, as shown by the study done by a third party evaluator.

RECAP Program

Criminal Thinking and AODA Pre-Test

NAME: ______________________________ DATE: ____________

The following 20 questions are designed to give your counselor a starting point to establish your program. Please answer them to your best abilities. There are no right or wrong answers.

1. What is a thinking error? ____________________

2. What is accountability? ____________________

3. What do you call it when someone blames other people? ____________________

4. What is meant by being self critical? ____________________

5. What is addiction? ____________________

6. Is alcohol a drug? Why or why not? ____________________

7. How do you know someone is an addict? ____________________

8. What is relapse? ____________________

9. What is a sponsor? ____________________

10. Describe what anger is ?

11. What are the physical signs of anger?

12. What are the three most addicting drugs?

13. How does a crime affect a victim?

14. How do feelings affect your behavior?

15. How has your lifestyle affected your life?

16. What do you need to support a healthy lifestyle?

17. Name three negative things in your life?

18. What are three feelings people cover up with anger?

19. Which comes first for you, the thought or the feeling?

20. How have drugs affected your thinking?

Criminal Thinking and AODA Post-Test

NAME: ______________________ DATE: __________

The following 20 questions are designed to allow your counselor to measure your progress through the program. Please answer them to your best abilities.

1. List as many thinking errors as you can.
2. List at least 5 tactics you use to avoid accountability.
3. Which thinking error would best describe blaming others?
4. Which thinking error describes not being self critical?
5. What is addiction?
6. Is alcohol a drug? Why or why not?
7. What are three warning signs of addition?
8. List 5 areas of importance in a relapse prevention program.
9. Why is having a sponsor important?

RECAP Program **Criminal Thinking and AODA Post-Test**

10. List the steps for anger management.

11. List the three physical signs of anger.

12. List three indications of chemical addiction.

13. Describe the impact of a crime on victim(s).

14. How do feelings affect your behavior?

15. List 5 areas of your life affected your lifestyle.

16. What do you need to support a healthy lifestyle?

17. Name three negative thinking patterns in your life?

18. What are three feelings people cover up with anger?

19. Which comes first for you, the thought or the feeling?

20. How have drugs affected your thinking?

Criminal Thinking and AODA Pre-Test and Post-Test Scoring

Pre-Test Scoring

The objective of this test is to establish a starting point for the measurement of learning during the program. Therefore, there are no failing marks. The measurement will be determined upon completion of the individual's Post-Test score.

Each question has a value of zero (0), two (2), three (3) or five (5) points.

The grader will assign a zero (0) for a non-answered question.

The grader will assign a two (2) for an incorrectly answered question.

The grader will assign a three (3) for a partially correct answered question.

The grader will assign a five (5) for a correctly answered question.

Total possible score: 100

Post-Test Scoring

The objective of this test is to determine the measurement of learning during the program. Therefore, there are no failing marks. The Measurement Number will be determined by subtracting the individual's Pre-Test score from the individual's Post-Test score.

Each question has a value of zero (0), two (2), three (3) or five (5) points.

The grader will assign a zero (0) for a non-answered question.

The grader will assign a two (2) for an incorrectly answered question.

The grader will assign a three (3) for a partially correct answered question.

The grader will assign a five (5) for a correctly answered question.

Total possible score: 100

Measurement Number

A measurement number of 20 or better is required to establish successful completion for graduation from the program.

CRIMINAL THINKING PATTERNS

Thinking Errors

1. CLOSED THINKING
    A. Not Receptive - Not Self Critical - No Disclosure
    B. Good at pointing out, giving feedback on the faults of others.
    C. Lies by omission.

2. VICTIMSTANCE
    A. Views self as victim (will even blame social condition).
    B. Blames others.

3. VIEWS SELF AS A GOOD PERSON
    A. Focuses only on his/her positive attributes.
    B. Fails to acknowledge his/her destructive behavior.
    C. Builds self up at others expense.

4. LACK OF EFFORT
    A. Unwilling to do anything s/he finds boring or disagreeable.
    B. "I can't" meaning "I won't".

5. LACK OF INTEREST IN RESPONSIBLE PERFORMANCE
    A. Responsible living is unexciting and unsatisfying.
    B. No sense of obligation.
    C. Will respond only if s/he gets an immediate payoff.

6. LACK OF TIME PERSPECTIVE
    A. Does not use past as a learning tool.
    B. Expects others to act immediately on his/her demands.
    C. Decisions are made on assumptions, not facts.

7. FEAR OF FEAR
    A. Irrational fears (many) but refuses to admit them.
    B. Fundamental fear of injury of death.
    C. Profound fear of putdown.
    D. When held accountable, experiences a "zero state," feels worthless.

8. POWER THRUST
    A. Compelled need to feel in control of every situation.
    B. Uses manipulation and deceit.

9. UNIQUENESS
    A. Different and better than others.
    B. Expects of others that which s/he fails to meet.
    C. Super optimism - cuts fear of failure.
    D. Quits at first sign of failure.

10. OWNERSHIP ATTITUDE
    A. Perceives all things, people, as objects to possess.
    B. No concept of ownership, rights of others.
    C. Sex for power and control, not intimacy.

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THINKING REPORT

1. Describe the situation (Be specific).
2. Identify the Thinking Errors you were into at the time. How you were into them? What your was self talk?
3. Identify the Tactics you were using at the time. How were you using them? What was your self talk?
4. Deterrent -- Ways you will change irresponsible behavior?
5. Your commitment -- How are you going to change (Specific plan of action)?
6. Apology to those affected.

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Criminal Tactics To Avoid Accountability And To Continue Present Way Of Life

1. Will continually point out staff inadequacies.

2. Building yourself up by putting others down.

3. Telling others what they want to hear and not what is true.

4. Lying.

5. Vagueness. "Someone," "I will think about it." "Maybe," "If I feel like it."

6. Diverts attention away from self. Introduces irrelevant material, dwells on something the counselor seems interested in, invokes racial issues or talking about what other people do.

7. Attempting to confuse the situation, to gain the upper hand. Make a serious point then state "I was only joking", etc.

8. Minimizes the situation. "I just got into a little trouble."

9. Agrees or says yes without really meaning it. This cuts the discussion short and misleads others.

10. Silence is a form of control, because the sessions cannot not go on. Silence is often the manifestation of anger.

11. Pays attention to only what interests you. Hears only what agrees with his thinking. "I could do it if I wanted to."

12. Make a big scene about a minor point.

13. Puts off doing something by saying "I forgot." When he did not want to.

14. Putting others on the defensive is a tactic of attack: to degrade by; quibbling over words, trying to embarrass counselors, or using anger as a weapon.

15. Total inattention.

16. Accusing others of misunderstanding.

17. Claiming that they have changed because they did it right once.

When they discover that effort, competence and reliability are usually rewarded, they will accomplish worthwhile things without deception or intimidation.

DETERRENT THINKING PATTERNS

Deterrent 1. STOP - THINK OF IMMEDIATE CONSEQUENCES

1. Before you act, think about the immediate consequences.
2. Ask, "What gets me into trouble?"
3. Think, "Smoking a joint equals prison."
4. Remember if anything can go wrong, it will.

Deterrent 2. STOP - THINK WHO GETS HURT - REASONING PROCESS

1. Think about all the problems similar actions have caused to yourself and others in the past.
2. Use the bad feelings to change yourself.
3. Think about the whole picture or ripple effect.

Deterrent 3. PLAN AHEAD, THINK AHEAD AND MAKE ANOTHER CHOICE

1. Use this when you are reminded of exciting past actions and you might want more. Consider this is poison.
2. Try to predict with whom, where, and under what circumstances you might get into trouble. List ahead of time your past thoughts and actions that equal poison.
3. Avoid these people and places, and make another choice.

Deterrent 4. EXAMINATION OF CONSCIENCE - TAKE A MORAL INVENTORY DAILY

1. Think, not about the crime itself but that it is wrong.
2. Think about the injury you have inflicted upon others.
3. Examine conscience immediately as you think about irresponsible/criminal conduct.
4. This is a preventive tool.

Deterrent 5. DO NOT DWELL ON IT

1. Use responsible thinking patterns to replace the old patterns.
2. Do this in advance and practice it.
3. Irresponsible thoughts are dismissed fast.

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Nine Elements of Change

When change starts the Client will:

1. Open channels.
2. Stop being a Victim.
3. Stop putting self in "Zero State" (Feeling of put downs becomes less and less).
4. Elimination of ownership attitude - "My Woman" or "My Man" (Sex for power and control)
5. Trust
6. Elimination of the need for Power and control.
7. Have self-disgust for their past.
8. Elimination of Criminal Tactics.
9. Elimination of Criminal Thinking (Getting over on someone).

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Uniqueness

Different and Better than Others. Expects of Others That Which He Fails to Meet. Superoptimism to Cut Fear of Failure. Quits at First Sign of Failure.

Victim Stance

Views Self as a Victim.

Blames Others.

Views Self as A Good Person

Focuses only on
Positive Attributes.
Fails to
Acknowledge
Destructive Behavior.
Builds Self up at
Others' Expense.

Fear of Fear

Many Irrational Fears but Refuses to Admit Them. Fundamental Fear of Injury or Death. Profound fear of Put Down when Held Accountable. Experiences "Zero State" Worthless.

Ownership Attitude

Perceives all Things and People as Objects to Possess.
Has no Concept of Ownership or the Rights of Others.
Uses Sex for Power and Control Rather Than for Intimacy.

Lack of Time Perspective

Does not use Past as a Learning Tool.

Expects Others to Act Immediately on His Demands.

Decisions are Based on Assumptions, Not Facts.

Power Thrust

**Compelled to be
in Control of
Every Situation.
Uses
Manipulation
and Deceit.
Refuses to be
Dependent unless
for Own Advantage.**

Closed Thinking

Not Receptive.
Not Self-Critical.
No Disclosure.
Lies by Omission.
Points out Faults of Others.

Lack of Effort

Unwilling to Do Anything Boring or Disagreeable.

I Can't Meaning I Won't.

STOP!

What Thinking Error Are You Into???

Still Want Out ????

Criminal Thinking

1. Continually pointing out staff inadequacies.
2. Building yourself up by putting others down.
3. Telling others what they want to hear (no truth).
4. Lying.
5. Vagueness, "Maybe, if I feel like it".
6. Diverts Attention from self; introduces irrelevant materials or invokes racial issues.
7. Attempts to confuse others.
8. Minimizes situations.
9. Agrees or says "Yes" without meaning it.
10. Silence - often anger.
11. Pays attention only to what suits (interests) him/her.
12. Makes big scene out of minor point.
13. Puts off doing things (I forgot).
14. Puts others on defense.
15. Total inattention.
16. Accusing others of misunderstanding.
17. Claims "I've changed" because I did it right once.
18. Sucking up to counselors.

"Once these criminal tactics are addressed and changed, there can be hope; there can be life ... a productive criminal-free life!

START LIVING NOW !

by Viki Stevens

Program Operation In Jail Setting

Policy and Procedure
Rock County Sheriff's Department

HOWARD L. ERICKSON

ROCK COUNTY SHERIFF

JEFFREY S. TELLEFSON
CHIEF DEPUTY

DISCLAIMER

While the RECAP program was operating with grant funds, grant guidelines were followed. At the close of the grant period, Rock County assumed the lead in funding and operation. As a result, specific policy and procedures for the operation of RECAP consistent with Rock County Jail operations are being developed and implemented.

The information contained in this documentation is currently in draft form and subject to revisions.

HOWARD L. ERICKSON
ROCK COUNTY SHERIFF
JEFFREY S. TELLEFSON
CHIEF DEPUTY

ORDER

1. RECAP Community Services
2. Vocational On the Job Training
3. Inmate Schedule/Guest Policy
4. Gounds Maintenance
5. Transportation
6. Personnel Security
7. Gang Affiliation, Inmate Conduct, Discipline will be combined when revised to one policy Inmate Conduct/Discipline (attachments: RECAP Unit Rules, Reference Handbook)
8. RECAP Selection
9. Instructional Services
10. Movement of Trustee and RECAP Inmates
11. Inmate Review Committee (reference handbook)

ROCK COUNTY SHERIFF'S DEPARTMENT

DRAFT

POLICY AND PROCEDURES

TITLE: RECAP Community Service	**EFFECTIVE DATE:** 03/12/96
NUMBER:	**DISTRIBUTION:** ALL
APPROVED BY: Sheriff	**CANCELS:**

INTRODUCTION:

The need for RECAP inmate participants to be involved in community service is derived from a variety of reasons:

1. The inmates give back to the community they took from and learn to feel part of and a responsibility to the community they reside in.
2. Courts sometimes order community service in sentencing guidelines.
3. Many community organizations could not continue to provide services without the service provided because of budget restraints.

PURPOSE:

The purpose of Community service hours in a treatment/education correctional program is to provide a network of experiences both to the inmate and the community crossing boundaries and sharing experiences in positive benefits to all citizens.

PROCEDURE:

A. NOT for profit organizations, governmental agencies and community groups request community service hours from RECAP inmate participants through the RECAP office for more than one day. Phone calls are accepted after agreements have been coordinated in writing. All requests must be approved by RECAP Program manager or Jail Commander.

B. Transportation to and from community service is provided by the requesting party unless pre-authorized by the RECAP Program Manager or Jail Commander. Entrance and Exit will be through the huber stairwell.

C. Community service hours are logged in the RECAP site assignment book by RECAP staff.

D. Inmates are responsible for recording individual community service hours performed and turning them into designated RECAP staff. Community service will not be credited for good time or towards court-ordered community service hours unless the inmate responsibly records the hours.

E. Recorded Inmate community service hours are provided to requesting agencies, Probation and Parole, Judges and Rock County Jail by completion letters.

F. Inmates are responsible for class, treatment schedules and will be ticketed if the two above mentioned program components are missed to perform community service.

G. Community service projects are selected by process of request. If a project requested is not out of financial need, ie; individual trying to make a profit, the request cannot be fulfilled by RECAP. The project could be considered as a vocational training site in exchange for skilled training to inmates.

H. If a community service project is deemed unsafe, the project will not be fulfilled or accepted by RECAP.

I. All community service projects require the supervisor to complete evaluations forms and return to the RECAP Program Manger.

J. RECAP DONATION FUND money is solely for expenses (wages, supplies, training, instructional materials, transportation, etc) of the RECAP Program.

K. Supervision and Security of RECAP inmates at job site for community service is the responsibility of the service organization requesting RECAP inmate services.

L. RECAP inmates are not allowed to receive any direct monetary compensation or gifts for services provided at job training sites.
*Community Service Agreement Form.

ROCK COUNTY SHERIFF'S DEPARTMENT **DRAFT**

POLICY AND PROCEDURES

TITLE: RECAP Vocational On The Job Training
EFFECTIVE DATE: 03/12/96
NUMBER:
DISTRIBUTION: ALL
APPROVED BY: Sheriff
CANCELS:

INTRODUCTION:

There exists a need within the county to provide comprehensive programming, including vocational training to incarcerated inmates with low level or no job skills.

The need to develop skills and employment related behavioral patterns in this population is evident in the county recidivism rates. The potential to increase the inmates' abilities to gain employment upon release are vital in the prospect of reducing repeat offenders in the county justice system. The process of vocational on the job training increases the chance of productive lifestyles and self-sufficiency.

PURPOSE:

A. The purpose of the vocational on the job training experience involving the RECAP inmate participants is to increase the employability skills of incarcerated county inmates. The training is structured to provide job skills applicable to employment that could provide a liveable wage to inmates upon completion of the jail sentence/RECAP program participation. The vocational training and projects involving the inmates must meet guidelines specified in RECAP contracts, handbook, grant stipulations, jail policies and corporate council rulings.

PROCEDURE:

A. Vocational on-the-job training sites will be located in Rock County jurisdiction.

B. Vocational on-the-job training will be accessible to all RECAP participants (sentencing and/or other restrictions will be adhered to).

C. Requests from community or county to provide training sites must be submitted in writing and contracts approved by authorized jail staff (ie: RECAP Program Manager, Jail Commander) before projects/training begin.

D. Transportation will be provided by the requesting organization unless pre-authorized transport arrangements are agreed to be provided by RECAP staff (authorization approved by RECAP Program Manager, Jail Commander). All transports at Huber entrance.

E. Supervision will be provided by requesting organization unless a pre-arranged agreement to provide a site supervisor is authorized (authorization approved by RECAP Program Manager, Jail Commander).

F. Necessary materials to train inmates and complete the training projects (safety equipment, tools, supplies, instruction material, first aid kits, required clothing other than RECAP uniforms, but not limited to) are the responsibility of the requesting organization.

G. Notice of cancellations are required 24 hours in advance.

H. The RECAP Program Manager and Jail Commander have the right to cancel any on the job training project if guidelines are not followed and met or if a jail occurrence deems the cancellation necessary.

1. **Site Supervisor's Responsibilities**

A. Site supervisor will oversee volunteer supervisors and make sure they understand all pertinent RECAP policies

B. Volunteer community site supervisors are responsible for instructing all relevant safety prccedures and providing competency based requirements in written form. Written evaluations on inmate/participants are logged daily and returned to RECAP Program Manager upon completion of the project.

C. RECAP employed site supervisor and vocational instructors ar responsible for attendance rosters, logging RECAP inmates in the unit assignment book and providing pre and post test curriculum.

D. Assignment Book information includes full name of inmate, release time, expected return time; on site supervisors full name, telephone number; address, phone number of site location; description of project/training; organization; date.

E. RECAP site supervisor will oversee RECAP inmates either directly or indirectly and report any violations of policies to RECAP Program Manager and Treatment Staff.

2. **RECAP: Inmate Responsibilities: Vocational On The Job Training.**

   A. RECAP inmates will not leave their assigned on-the-job training site.

   B. RECAP inmates will not use telephones other than jail telephones; will wear clothing assigned, take no money to site, arrange no visits at sites.

   C. Entrance and exit will be through the huber stairwell.

   D. Inmates agree to follow instructions, participate in on-the-job training, complete all assignments and related pre and post tests to receive competency certificates in area of training.

   E. Any inmate not following directions of instructors or participating with the guideline requirements can be removed from vocational/on-the-job training by RECAP Manager, Site Supervisor, Jail Commander.

   F. RECAP inmates are not allowed to receive any direct monetary compensation or gifts for services provided at job training sites.

ROCK COUNTY SHERIFF'S DEPARTMENT DRAFT

POLICY AND PROCEDURES

TITLE: Inmate/Schedule Guest Policy **EFFECTIVE DATE:** 03/12/96
NUMBER: **DISTRIBUTION:** ALL
APPROVED BY: Sheriff **CANCELS:**

INTRODUCTION:

RECAP's success depends on community involvement and awareness. The business, educational, volunteer, human services, government, and criminal justice professional and support service sectors are all an integral part of the process and services provided by RECAP to the county inmates in reducing recidivism.

PURPOSE:

To ensure that the citizens necessary to provide service to RECAP are accessible to the program.

PROCEDURES:

A. All invited guests are scheduled through the RECAP program manager and must be approved by the Jail Commander. All guests must be 18 years of age or have written consent from parents or custodial guardians.

B. All guests must be willing to provide information to the jail adequate to check for warrants.

C. The jail supervisor has the right to refuse any guest.

D. Guests are not allowed to leave the area, RECAP programming unless accompanied by authorized person.

E. Guests should dress appropriately: no skirts, no tight fitting clothing, no drug related or illegal connotations on T-shirts, etc, no gang clothing, no cigarettes, no conspicuously expensive jewelry, no personalized items identifying guests name address, etc.

F. Guests must sign visitor book gale log at central control, sign out a pass and sign it in before leaving the jail.

G. RECAP graduates may be allowed to return to the jail to participate in RECAP activities at the discretion of the RECAP Program Manager or Jail Commander.

H. Guests must realize they could be subject to a pat down search while in the jail.

I. Guests doing AA/NA list for Central from Program Manager, photo I.D.

J. Guests must follow the instructions of RECAP staff.

K. RECAP or the Rock County Sheriff's Dept. or County of Rock is not responsible for lost or stolen items while visiting. It is the responsibility of the guests to keep control of their personal property. There are security lockers available in the front lobby.

L. MEDIA

1. Coordination of Media access will involve approval of the Jail Commander, Chief Deputy, Sheriff and RECAP Program Manager.

2. RECAP staff members will not release any information to the media without prior approval of the Jail Commander, Chief Deputy, Sheriff and RECAP Program Manager.

3. Media identification must be displayed upon receiving a jail visitor pass.

4. Media representatives will be instructed as to any limitations regarding photographing or videotaping areas within the jail. All RECAP inmates wishing to be photographed or videotaped by the media must first sign a written waiver. RECAP inmates who do not sign waivers will be responsible for keeping themselves out of the view of the camera equipment.

5. RECAP inmates who volunteer to be interviewed by media representatives or present to publi audiences will use their legal names.

ROCK COUNTY SHERIFF'S DEPARTMENT DRAFT

POLICY AND PROCEDURES

TITLE: Jail Custodial - Grounds Maintenance
NUMBER:
APPROVED BY: Sheriff

EFFECTIVE DATE: 03/12/96
DISTRIBUTION: ALL
CANCELS:

INTRODUCTION:

The maintenance of the Rock County complex requires the participation of RECAP inmates to augment the duties of General Services Staff in the relocation of equipment, landscaping, lawn mowing, sprinkling, weeding, seeding, trimming, raking, painting, snow shoveling, plowing, chopping, cleaning, salting. RECAP inmate-participants provide thousands of hours each year to maintain the Rock County Sheriff's Department, 911 Center, the Juvenile Detention Center, Rock County Health Care Center, Rock County Public Works/Hwy. Dept.

PURPOSE:

To accommodating the needs of the above mentioned county departments to utilize RECAP inmate-participants services without disrupting A.O.D.A. and criminal thinking treatment, education or vocational training.

To give RECAP inmates an opportunity to gain knowledge and experience in the basic skills areas of building and grounds maintenance.

PROCEDURE:

A. RECAP involvement in grounds maintenance or facility improvement projects will be coordinated through General Services.

B. RECAP Vocation Instructors - site supervisors are required to train RECAP inmates participants in food service, landscaping, lawn maintenance, painting, custodial, construction, snow removal, or any other vocational instruction deemed necessary.

C. Jail staff is responsible for supervising RECAP inmate participants during jail work when the above RECAP staff are assigned to other duties.

D. The services provided to the county by RECAP inmate participant cannot interrupt treatment, education and vocational instruction.

E. Jail staff are required to request RECAP inmate participants to work in the jail or other county properties when programming is not interrupted.

F. Scheduling of RECAP inmates for these projects will be the program managers responsibility. The program manager will provide the jail staff and other agencies in the County Complex with a schedule as to when RECAP inmates are available for projects.

G. Charge back

H. The RECAP Program Manager or Jail Commander may determine if there is a need for supervision of RECAP inmates during the completion of projects.

ROCK COUNTY SHERIFF'S DEPARTMENT DRAFT

POLICY AND PROCEDURES

TITLE: Transportation of RECAP Inmates
NUMBER:
APPROVED BY: Sheriff

EFFECTIVE DATE: 03/12/96
DISTRIBUTION: ALL
CANCELS:

POLICY:

To provide or cause to be provided dependable, safe and timely transportation for RECAP inmates involved in vocational training or community services both on and off county property.

PROCEDURE:

1. Inmates working on county property doing county work shall be transported to and from the work site in county owned vehicles.
    A. Drivers will be county employees, either Sheriff's Department staff or RECAP staff.
    B. In the case of another County agency requesting RECAP inmates, that agency will be responsible for transportation. Each agency will provide their own vehicles, no Sheriff's Department vehicles will be used by, loaned to or rented by another agency.

2. It is necessary that for each work project involving RECAP Inmates, that the following information be provided by the transporting person.

    A. The names of the inmates involved.
    B. Work site address and phone if available.
    C. An alternative method of making contact with site supervisor if necessary.
    D. Type of work or training being offerred.
    E. Specific time out and time in for the group.
        1. If time in is extended for any reason, it is the supervisors responsibility to report this fact to the F Unit control officer and to give an approximate estimated time of arrival.

3. Transporting persons shall provide proof as requested of appropriate valid drivers license. Transporting person will be responsible for the condition of the vehicle. Compliance with DOT regulations on equipment is required.
    A. If the vehicle used requires the operator to have a CDL, operator must produce one on request of the Sheriff's Department.
    B. In all cases the operator must have a current valid drivers license.
    C. All vehicles used to transport RECAP inmates must pass a safety inspection if requested by the Department.
    D. Operator and vehicle if other than Rock County must have proof of appropriate vehicle insurance, if requested.

ROCK COUNTY SHERIFF'S DEPARTMENT DRAFT

POLICY AND PROCEDURES

TITLE: RECAP Personnel Security	**EFFECTIVE DATE:** 03/12/96
NUMBER:	**DISTRIBUTION:** ALL
APPROVED BY: Sheriff	**CANCELS:**

PURPOSE:

To provide a secure environment in which to teach, counsel and train RECAP participants; RECAP instructors, counselors, volunteers and guests will follow these procedures. Program content and efficiency should not compromise security. When security is reduced to allow inmate participants to complete specific programming areas, the highest level of security possible will be maintained in a manner consistent with activities being taught.

Because of the makeup of RECAP and its programs, security issues unique to RECAP have been identified and will be addressed in these procedures.

PROCEDURES:

1. All RECAP staff must pass a RCSD's background check before being allowed to interact with jail inmates.

2. All RECAP staff will be issued a RCSD pass and it must be worn at all times while in the Sheriff's Department.

3. Existing RCSD #4.02 General Rules of Conduct Policy and Procedures apply to RECAP staff. (see attached)

4. Volunteer instructors and counselors shall be checked for local wants and warrants before being allowed to instruct or counsel.

5. RECAP staff will be expected to learn and know specific jail procedures for door use, radio use, key handling, etc and follow them at all times.

6. RECAP staff will attend all security In-Service training provided by the RCSD as deemed necessary by Administration.

7. Disciplinary procedures involving RECAP staff will be handled by the individual's overseeing agency: BTC, RVCP, CESA, RCSD. If a conflict occurs a joint meeting of all involved agencies will be held and a mutually satisfactory decision will be made.

8. Volunteer speakers will be scheduled to address RECAP participants at various times and will be expected to follow instructions of RECAP staff involving security procedures.

9. A RECAP staff person will remain with participants when male and female programming is occurring.

10. RECAP staff will not wear cologne or perfume.Female staff will not wear dresses or skirts. Loose fitting clothes should be worn.

11. A building key may be issued by the Sheriff's secretary to a RECAP staff person. All keys will be kept in the control RECAP staff and not left on tables, desks, etc. When leaving RECAP employment, the key will be returned to the RCSD secretary.

12. RECAP staff people will be expected to write reports of violations of rules by RECAP participants. A copy will be given to all necessary parties: F-Unit officer, Jail Supervisor, RECAP Program Manager and staff. All reports will be approved by the supervisor.

13. RECAP staff will be expected to know participants in their classes/groups/training sessions and be aware of their whereabouts at all times. If a walkaway occurs while at a training site, staff is expected to immediately notify RCSD Central Control.

ROCK COUNTY SHERIFF'S DEPARTMENT **DRAFT**

POLICY AND PROCEDURES

TITLE: Gang Affiliation - RECAP
NUMBER:
APPROVED BY: Sheriff

EFFECTIVE DATE: 03/12/96
DISTRIBUTION: ALL
CANCELS:

PURPOSE:

To discourage RECAP inmates from affiliation with gang activity.

PROCEDURE:

All RECAP inmates will be advised at their initial enrollment in the RECAP program that being a gang member is not acceptable for inmates serious about completing the RECAP program.

In order to discourage gang participation by RECAP inmates, the wearing of gang related materials will not be tolerated. Gang related material may include but is not limited to; hats, clothing, jewelry, colors, insignias (add paragraph from 2nd page).

RECAP inmates will not display gang related behavior, examples of gang affiliation include but are not limited to; flashing signs, writing gang graffiti, wearing of colors, sagging pants, harassment, recruiting, intimidation, RECAP inmates found to be violating this policy will be disciplined and subject to removal from RECAP.

RECAP inmates with gang affiliated tatoos will keep the tatoos covered whenever they are working outside the jail.

ROCK COUNTY SHERIFF'S DEPARTMENT **DRAFT**

POLICY AND PROCEDURES

TITLE: RECAP Inmate Conduct
NUMBER:
APPROVED BY: Sheriff

EFFECTIVE DATE: 03/12/96
DISTRIBUTION: ALL
CANCELS:

INTRODUCTION:

RECAP inmate-participants are Rock County sentenced inmates wither ordered by the courts; a judge, a probation agent or self-referred individuals desiring alcohol and drug treatment, counseling, education and training for employment.

PURPOSE:

RECAP has set guidelines for program participation (available in handbook). RECAP inmates participants are provided a completion criteria list and rules of RECAP upon entering. The purpose of RECAP is to provide tools to offenders to begin living a productive non-arrestable life in recovery.

PROCEDURE:

A. RECAP inmate participants are ticketed for behavioral problems and rule violations.

B. Conduct hearings are instituted upon the third ticket.

C. Sanctions are ordered by the RECAP counselors.

D. Sanctions can include involvement of education, vocational management staff.

E. Jail rules are priority.

F. RECAP inmate participants are involved in many training and treatment and education formats, the need for mobility is a must.

G. Walkaways receive an automatic 30 day stay in the pods.

H. Walkaways are (1) never given the opportunity to be involved in site vocational training, Rock County complex maintenance care or community service. (2) Supervised and evaluated for a period of time designated by a staff consensus prior to returning to outside training etc.

I. RECAP staff meets weekly any terminations or reinstatements are decided upon at these meetings.

INMATES RESPONSIBILITIES: RECAP Rules/Conduct

1. Inmates must sign rules information sheet upon entry.
2. Inmates in RECAP must abide by all RECAP and Rock County Jail rules.
3. Inmates must memorize community rules and report any inmate-participant to RECAP staff or Unit officer when an inmate breaks a rule.
4. Gang clothing, signs, recruiting, turfing is not tolerated in RECAP.
5. A neat appearance and polite demeanor is expected when RECAP inmates are publicly accessible.
6. Inmate-participants are required to respect staff, violation may be subject for termination.
7. RECAP community leaders are voted upon the community board has the privilege of calling "small group" and relating issues to the RECAP staff.
8. A community leader who receives more than 1 ticket is discharged of that position.

ROCK COUNTY SHERIFF'S DEPARTMENT DRAFT

POLICY AND PROCEDURES

TITLE: Inmate Discipline (RECAP)
NUMBER:
APPROVED BY: Sheriff

EFFECTIVE DATE: 03/12/96
DISTRIBUTION: ALL
CANCELS:

POLICY:

Because it is the Sheriff's responsibility to maintain order and security at the County Jail, inmates will be expected to obey jail rules and regulations. Inmate can also expect to be disciplined for violating these rules and regulations.

The RECAP program is also Sheriff's responsibility. RECAP students are selected from the jail population and are still subject to all existing jail rules and regulations. The RECAP staff has certain responsibilities for reporting violations and disciplinary action taken.

PROCEDURE:

A. All RECAP inmates will obey jail rules and regulations.

B. On acceptance to RECAP, **program** expectations and rules will be issued.

C. RECAP staff shall investigate and/or report any violation of either jail or program rules.

  1. All **program** rule violations will be handled by RECAP staff, with dispositions reported to the jail administrator.

  2. Determination whether a violation is major or minor will be made by jail staff.

  3. Disposition of major rule violations are kept as a permanent record.

B. Minor rule violations allow an inmate or student to change their behavior without the requirement of a full due process hearing.

  1. Minor rule violations are handled by issuing a "Notice of Jail Rule Violation". This written warning or ticket serves notice to the inmate of the violation.

2. Both jail staff and RECAp staff can write minor rule violation tickets.

3. Three minor violation tickets result in a due process conduct report and hearing or if the RECAP staff and duty supervisor deem appropriate, the third violation may be handled by RECAP staff. The disposition will be mutually agreeable to both RECAP and jail staff.

C. Removal from and re-instatement to the RECAP Program:

1. Inmate removed from RECAP shall remain out of the program for a period of at least 30 days unless the specific disposition lists less than 30 days or complete removal from RECAP.

2. All students removed from RECAP will be reviewed every 10 days by RECAp staff. If RECAP staff feels a greater good will be served by bringing the student back into the program, RECAP staff can apply to the jail administrator for a modification of the disposition.

3. If at the end of 30 days RECAP staff feels that the student is not appropriate for the program, he/she will be reclassified according to original court commitment papers.

4. RECAP staff has an obligation in both removal and reinstatement to document and keep jail administration and State Probation and Parole informed of a student's status.

D. Types of Dispositions:

1. Verbal warning.

2. Written warning.

3. Restriction of commissary privileges.

4. Restriction of television privileges.

5. Restriction of phone privileges (except to legal counsel and/or the courts).

ROCK COUNTY SHERIFF'S DEPARTMENT **DRAFT**

POLICY AND PROCEDURES

TITLE: **RECAP Selection Criteria**
NUMBER:
APPROVED BY: Sheriff

EFFECTIVE DATE: 03/12/96
DISTRIBUTION: ALL
CANCELS:

PURPOSE:

Selection Criteria Standards have been established in order to provide a consistent, non-discriminatory selection process. It is the position of RECAP staff that no qualified inmate will be denied access to the program based upon race, gender, sexual orientation, disability or national origin.

To qualify for RECAP, the applicant must meet one or more of the following criteria that can be addressed by the program:

1. Documented Criminal History
   - Misdemeanor with jail time or
   - More than 6 month's probation or
   - Two or more felony offenses
2. Documented Chemical dependency history
   - Abuse of non-alcohol chemicals, ie., prescription drugs
   - Drug/Alcohol related arrests
3. Demonstrated need for Employment skill training
   - No substantial-at least six months on one job-work history
   - More than three jobs in the last two years
   - Primary employment only through temporary services
4. Documented Educational need
   - No High School Diploma
   - Assessment (grade level) scores in Reading, Mathematics and/or Writing demonstrate academic need areas.

PROCEDURES:

The participant may enter RECAP in a number of ways.

1. **COURT ORDERED** - Participant enters on either a Straight/Direct sentence or as a Condition of Probation.

   Straight Sentence: Court sends a copy of inmate's court order to Jail which is forwarded to RECAP office.

Condition of Probation: Court sends a copy of inmate's court order to the Probation and Parole office, agent forwards a copy of the order to the RECAP office.

2. **PROBATION REFERRALS** - Participant enters as a Probation Modification or as an Alternative to Revocation (ATR).

   Probation Modification: Agent and client agree to the modification, ie., six months in Rock County Jail and/or successful completion of RECAP. The modification letter is sent to the Judge for his signature. Agent will then forward letter and other information as needed to the RECAP office.

   ATR: Agent and client agree to an alternative to revocation. DOC Form #250 will be sent to the RECAP office by agent of record (Jail Liaison).

3. **VOLUNTEER** - Potential participant sends a written notice of intent to participate. RECAP staff interviews inmate and Pre-Entry Agreement and Needs Assessment forms are signed. Participant enters program after a call is made to Central Control by RECAP Program Manager. All outstanding fines, charges, etc., must be cleared before an inmate is allowed to enter the program.

4. **OUT-OF-COUNTY TRANSFERS** - Accepted on a case-by-case basis after review by all appropriate agencies.

Upon entry to the program, all participants will complete an Entry Agreement Form and a Needs Assessment form. All RVCP and BTC paperwork will also be completed at this time.

Upon receipt of the referral, court order, etc., the potential participant's name is placed on a waiting list and also on the IRC (Inmate Review Committee) list for an Intake review. Final selection will be determined by IRC.

**Not sure what to do about the age issue at this time. We have accepted minors waived into adult court and sentenced to RECAP.

IRC PROCEDURES from Participant Handbook.

ROCK COUNTY SHERIFF'S DEPARTMENT DRAFT

POLICY AND PROCEDURES

TITLE: Instructional Services for RECAP Inmates
EFFECTIVE DATE: 03/12/96
NUMBER:
DISTRIBUTION: ALL
APPROVED BY: Sheriff
CANCELS:

PURPOSE:

In order to provide a positive learning environment, BTC instructors have established a set of standards for both students and instructors.

BTC offers educational needs assessments, GED/HSED practice tests, Basic Skills remediation and GED/HSED instruction for both RECAP and all other qualified, institutionalized county men and women.

Curricula has been designed to meet competencies and foundation skills addressed int he SCANS (Secretary's Commission on Achieving Necessary Skills - U.S. Department of Labor) report. Courses are offered during the day, in the evenings, and on weekends to accommodate scheduling needs of students. Alternative delivery systems such as computers, laser discs, videos, ITFS (Instructional Television-Fixed Service), speakers, etc. are used as appropriate and available. BTC staff works with BTC Central Campus to encourage, refer and facilitate students' continuation of instruction at other sites after release from jail.

PROCEDURE:

Students work in classroom directed activities lead by the instructor and also in a Learning Lab/Computer Workshop individualized setting.

The student is expected to:

1. Attend scheduled classes as assigned. If unable to attend, student will let the instructor know why.
    - Be prompt and attend consistently.
    - Only exit classroom with instructor's permission.
2. Bring all materials needed for each class; pencils, paper, textbooks, etc.
3. Do assigned work and turn into correct instructor.
4. Do independent work and turn into correct instructor.
5. Complete one and one-half to two hours homework per week for each class scheduled.

6. Follow established jail and RECAP rules in the classroom.

7. Use the computers in an effective and organized manner and complete Activity sheets during each class session.
    Follow established computer lab rules and procedures.
    Read and sign lab policy contract.

8. Complete TABE (Test of Adult Basic Education) Diagnostic tests upon entry to program and before completion of RECAP for re-assessment.

9. Take GED Practice tests if in need of a diploma, and earn at least a 52 before taking the actual GED tests.

10. Continue to study for Health & Civics upon successful completion of 5 GED tests.

11. Enter and successfully complete the Employability Course; either for successful program graduation or for use in earning the HSED.

12. Work independently when not on a computer or when the instructor is with another student.
    - Work independently without need for outside control.
    - Ask for assistance quietly when needed.

13. Watch videos as shown and complete a short summary sheet or an individual worksheet which will be turned in as requested.

14. Develop an understanding of basic skills needed for work on the job and work to fulfill/meet his/her individual need areas, thereby showing academic gains in workplace basic skills.

15. Begin to set short and long term educational goals; continue basic skill remediation; earn GED/HSED; enroll in other educational programs.

16. Work to improve interpersonal, communication and teamwork skills while in the classroom and in study sessions.

17. Follow BTC/RCJ food and beverage policies in the classroom.

18. Be attentive, positive, ready and focused to work throughout the class period.
    - Come to class ready to learn
    - Use only language acceptable in a classroom.

The instructor is expected to:

ROCK COUNTY SHERIFF'S DEPARTMENT DRAFT

POLICY AND PROCEDURES

TITLE: Movement of Trustee and RECAP Inmates
EFFECTIVE DATE: 03/12/96
NUMBER:
DISTRIBUTION: ALL
APPROVED BY: Sheriff
CANCELS:

POLICY:

To provide for a consistency in the secure movement of the trustees and RECAP inmates.

PROCEDURE:

All trustees and RECAP inmates will have a pat down search done on them, before they go back to their units. The pat down search will be done before they go through the 501 control door.

1. Garage, laundry and hall trustees will not go into the kitchen without authorization.
2. RECAP inmates will only be in the kitchen as part of their training program.
3. RECAP, kitchen and hall trustees can only go into the laundry room under direct supervision of either an officer or kitchen staff member.
4. Trustees and RECAP inmates that go outside of the building will have a pat down search done on them before they enter the secure part of the jail and before they return to E or F unit. Strip searches will be done randomly.

ROCK COUNTY SHERIFF'S DEPARTMENT DRAFT

POLICY AND PROCEDURES

TITLE: RECAP Inmate Review Committee (IRC) **EFFECTIVE DATE:** 03/12/96
NUMBER: **DISTRIBUTION:** ALL
APPROVED BY: Sheriff **CANCELS:**

PURPOSE:

RECAP seeks to address the areas of education, employment, AODA and Criminal Thinking which are historically stumbling blocks to living a crime free and responsible lifestyle for those involved in the criminal justice system.

Representatives of Agencies involved in these areas make up the IRC:

1. AODA/Criminal Thinking Treatment Manager
2. Basic Skills and GED/HSED Education Manager
3. Work Release Supervisor from Rock County Jail
4. Probation and Parole Jail Liaison
5. Overall RECAP Program Manager

PROCEDURE:

IRC is held on the third Wednesday afternoon of each month. An IRC Client Record Form (enclosed) is completed and a copy is sent to the judge of record, Probation and Parole Jail Liaison, the client and to the RECAP participant file. Notes are also taken for the Client Log in the RECAP participant file.

IRC functions include:

1. **Inmate Review** - After inmate's name is placed on the RECAP waiting list, it is also added to the IRC list (enclosed). A review of jail files and court records is made and all records are checked. If appropriate, the inmate is approved for admittance based upon Selection Criteria.
2. **Progress Review** - A participant's name may be placed on a list for review on a case by case basis. All receive staff evaluations on a monthly basis.
3. **Terminations** - If an inmate has been released from the program before successful completion, he/she may be terminated. Reasons for termination may include: continued behavioral problems, early release from jail, lack of interest in change, etc. jail Liaison will notify Probation and Parole of change of status.
4. **Graduation** - After a participant meets all Completion Criteria (enclosed), staff will recommend a successful completion and his/her name will be sent to IRC. After review and approval by the committee, participant may graduate on the last Wednesday of that month. Jail Liaison will notify Probation and Parole of change of status and any pending jail releases. A letter of Successful Completion is sent to all involved parties.

Recruitment & Retention

Academic and Career Development Division

ACD

Recruitment and Retention Plan

RECAP

Recruitment and Retention Plan

Blackhawk Technical College, Academic and Career Development, 1994-95
RECAP, Anita Wilcox 1995-96

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1. Complete the Activity Grid and use it as a reference as you complete your plan.
2. Refer to the plan on a monthly basis.
3. Determine the month, responsible staff and specific time frame for each activity. Mark these in during yearly planning.
4. Upon actually finishing an activity, write in the date of completion.
5. Keep notes, flyers and press releases in notebook. These can be the basis for the following year's activities without too much trouble.
6. Keep a list of personal contacts, names, addresses, phone numbers and applications for quick reference.

Recruitment and Retention Plan

Activity Grid

Activity	Date planned	Date completed	Staff assigned	Staff completed
Feature Article				
News Item - Informational				
Classified				
Jotter/Shopper articles/Classified				
Agency contacts, 4/month minimum				
Cardboard tents made and distributed				
Flyers				
Envelope stuffers				
Bags printed or stuffers in grocery bags				
Mall tables				
Community committees				
Prizes for students for recruitment				
Public service spots - Radio				
Public service spots - TV				
TV, cable or community service programs				
Radio talk shows				
T-shirts/other promo				
Contacts, an event/month				
Pencils/logo				
Recruitment w/students				
Awards				
Service club: speak, enlist help for project				
CoffeeBreak / add flyers / interviews				
Telephone contacts per month, Old, New (cold)				
News releases (indicate area) Request through BTC info. Use BTC Media Contacts sheet to indicate to whom you want it sent.				
T-shirts				

Activity	**Date planned**	**Date completed**	**Staff assigned**	**Staff completed**
External				
Memberships				
Judges Dec-June	semi-annual			
FBOP / in future				
P&P agents	monthly			
Sheriff	monthly			
Jail Staff In-Services	Feb & Mar			
Annual Conference				
Internal				
D-Unit - flyers	weekly			
Employability Workshops in E & F Unit	bi-monthly			
Speakers from Central, other centers at a set time each week	weekly			

Activity	**Date planned**	**Date completed**	**Staff assigned**	**Staff completed**
Retention				
Individualized Courses				
Evenings				
Saturdays				
STEPS program / Employ.				
Party with each GED test passed				
more recognition at Graduation RECAP				

Blackhawk Technical College Media Contacts

Dailies

- **Janesville Gazette**
  One S. Parker Drive
  Janesville, WI 53545
  754-3311
  News-Judy Immel
  Ads-Marty Weidensee
  Stan Milam-251-8585
  Fax 754-8179

- **Wisconsin State Journal**
  1901 Fish Hatchery Rd
  P.O. Box 8056
  Madision, WI 53708
  252-6100
  News-Roger Gribble

- **Beloit Daily News**
  149 State St
  Beloit, WI 53511
  365-8811
  News-Liz Meek
  Ads-Mary Lou Callahan

- **Rockford Register Star**
  99 E. State St.
  Rockford, IL 61104
  815-987-1361
  News-Georgette Braun

- **Monroe Evening Times**
  1065 4th Ave. W.
  Monroe, WI 53566
  328-4202
  News-Judie Hintzman/
  Pat Carome
  Ads-Laura Hughes

- **Milwaukee Journal / Sentinel**
  333 W. State St.
  P.O. Box 661
  Milwaukee, WI 53201
  414-224-2000
  News-Kathy Ostrander

Weeklies

- **Clinton Topper**
  400-B Front St.
  P.O. Box 569
  Clinton, WI 53525
  676-4664
  News-Robert Gard

- **Evansville Review**
  Rt. 1, Hwy 14
  P.O. Box 77
  Evansville, WI 53536
  882-5220
  News-Frank/Vivian Gildner

- **Orfordville Journal / Footville News**
  124 E. Spring St.
  P.O. Box 248
  Orfordville, WI 53576
  879-2211
  News-George Stewart

- **Messenger**
  1506 Creston Park Dr.
  Janesville, WI 53545
  752-0777
  News-Teresa Peneguy

- **Monroe Shopping News**
  1909 11th Ave.
  Monroe, WI 53566
  325-2030
  Attn: Geenie Hermanson

- **Albany Herald**
  200 Oak St.
  Albany, WI 53502
  862-3224
  News-George Martin

- **Delavan Enterprise**
  1436 Mound Rd.
  P.O. Box 366
  Delavan, WI 53115
  414-728-3411
  News-Eric Petermann

- **MiltonCourier**
  513 Vernal Ave.
  P.O. Box 69
  Milton, WI 53563
  868-2442
  News-Mike Smith

- **Whitewater Register**
  101 W. Whitewater St.
  P.O. Box 327
  Whitewater, WI 53190
  414-473-3363
  News-Charles T. Coe

- **Shopping News**
  1550 Huebbe Pkwy
  Belkoit, WI 53511
  365-1663
  News-Teresa Peneguy

- **Second Half**
  P.O. Box 605
  Janesville, WI 53547
  756-4441
  Attn: Paula McCoy

- **Brodhead Independent Register**
  922 W. Exchange St.
  P.O. Box 255
  Brodhead, WI 53520
  897-2737
  News-Danny Markham

- **Edgerton Reporter**
  21 N. Henry St.
  Edgerton, WI 53534
  884-3367
  News-Diane Everson

- **Monticello Messenger**
  105 E. North Av.
  P.O. Box 36
  Monticello, WI 53570
  938-4855

- **Jotter**
  61 S. Jackson St.
  Janesville, WI 53545
  752-3460

- **Chronicle**
  P.O. Box 133
  Beloit, WI 53511
  364-6902
  News-Eugene Relerford

BEST COPY AVAILABLE

Radio Stations

- **WCLO Radio**
  One S. Parker Dr.
  Janesville, WI 53545
  752-7895
  News-Bob Scheid/
  Laura Zlotty
  Ads-Mel Cushing
  Voice Mail 755-8338

- **WBEL AM Radio**
  504 W. Grand Ave.
  Beloit, WI 53511
  365-6641
  News-Steve Benton
  Ads-John Weitzel

- **WZOK FM Radio**
  3901 Brendenwood
  Rockford, IL 61107
  815-399-2233
  Ads/News-Scott McMahon

- **WTFX FM Radio**
  2122 Luann Lane
  Madison, WI 53713
  273-1000

- **WJVL Radio**
  One S. Parker Dr.
  Janesville, WI 53545
  752-7895
  News-Bob Scheid/
  Laura Zlotty
  Ads-Mel Cushing

- **WGEZ AM Radio**
  622 Public Ave.
  Beloit, WI 53511
  365-8865
  News-Jean Whitcomb
  Ads-Lois Keitch
  FAX 365-8867

- **WRWC FM Radio**
  Box 345
  Rockton, IL 61072
  815-624-2603 (362-3813)
  Ads/News-Office

- **WKMQ FM Radio**
  1901 Reidfarm Rd.
  Rockford, IL 61111
  815-877-3075
  Ads/News-Sara
  Christensen

- **WMJB FM Radio**
  One Parker Place
  Janesville, WI 53545
  757-1059
  News-Office
  Ads-Office

- **WEKZ AM/FM Radio**
  Box 460
  Monroe, WI 53566
  325-2161
  News-Joe Urban
  Ads-Office

- **WIBA FM Radio**
  P.O. Box 99
  Madison, WI 53701
  274-5450
  Ads-Diane Wilson

- **WFAW AM / WSJY FM Radio**
  P.O. Box 94
  Fort Atkinson, WI 53538
  414-563-6351
  (Jns.756-0747)
  Ads-Jim Vriezen-
  News-Office
  FAX 414-563-0315

Miscellaneous

- **Wisconsin Information System**
  Kathy Ostrander
  P.O. Box 8073
  Janesville, WI 53547

- **Education Forward**
  Attn: Mark Ilbach
  P.O. Box 7841
  Madison, WI 53707
  266-4499

Television

- **Beloit Cablevision**
  1837 Park Ave
  Beloit, WI 53511
  365-9555
  Ads-Joe Roberts

- **WIFR TV-23**
  P.O. Box 123
  Rockford, IL 61105
  815-987-5300

- **WISC TV-3**
  7025 Raymond Rd
  Madison, WI 53703
  271-4321
  (Jnsv 755-0335)
  News-Dave Verhasselt
  FAX 755-0328

- **Marcus Cable**
  1348 Plainfield Ave.
  Janesville, WI 53545
  754-2999
  Ads-Wendy Daguanno

- **WTVO TV-17**
  W. State & Meridian
  Rockford, IL 61102
  815-229-5413
  News/Ads-Vicki Geyer

- **WMTV TV-15**
  615 Forward Dr
  Madison WI 53711
  274-1515

- **Channel 39 WQRF**
  P.O. Box 139
  401 S. Main St
  Rockford, IL 61101
  815-987-3950
  Ads-Teresa Brotkowski

- **WREX TV-13**
  10322 Auburn Rd
  Rockford, IL 61105
  815-968-1813
  News-Dennis Horton

- **WKOW TV-27**
  5727 Today Blvd.
  Madison, WI
  274-1234

TIME LINE
PUBLIC RELATIONS CAMPAIGN RECAP

1. **April 1995** Highway cleanup - Milton Township

2. **May 1995** Graffiti cleanup - city of Beloit

3. **June 1995** Adopt a Park - Merril Park
   Ground breaking - Sheriffs' garage
   Emergency siren repairs
   Radio gang prevention program
   Inmate interviews, program impact

4. **July 1995** Summer Projects
   Coverage garage project
   County Board presentation

5. **August 1995**Expose on RECAP staff and success story of graduate

6. **September 1995** Dissemination conference
   Ribbon cutting ceremony garage

7. **October 1995** Student Assembly
   Governors Commission Office of Justice Assistance grant

8. **November 1995** Graduation
   Fire Department community service

9. **December 1995** Voices Within excerpts and coverage

10. Upper level skills training - Blackhawk Technical College
    Coordinating coverage in U.S.A. Today and evening network news program.
    Public appearances/dissemination to municipalities, townships - ongoing.

prtimeln
8-9-95

Job Descriptions
Blackhawk Technical College

Blackhawk Technical College
at the Rock County Jail

Job Description / Part Time Instructor

1. *Motivation of Students*

- Provide a Course Outline/Study Guide for each class to each student so the student is aware of expectations of skills to be learned, time commitments, amount of homework, video work, etc.
- Help the student discover why learning is a lifetime activity by having the student continuously set goals to achieve.
- Discover the student's goals and expectations by using Learning Contracts and setting up regular student conferences to review progress and revise contracts as needed.
- Relate teaching activities to individual learning styles to best meet student needs.
- Help students realize that there are other BTC education sites in the community and encourage them to attend upon release. If necessary, contact sites to assist in the transition.

2. *Security Issues*

- Learn specific jail procedures (door use, radio use, key security, etc.) and follow them at all times. Requested security procedures must be followed at all times and adherence to is a condition of employment.
- Have students read and understand the Computer Room contract before they begin using the equipment.
- Remember that we are guests in the jail and that it is a jail first and a school second. Work to develop a good rapport with the officers. Remember that they have a lot of responsibilities other than our program, and act accordingly.

3. *Student Recruitment / Retention*

- Be alert and aware of possible new students at the jail and let them know about the educational opportunities available here.
- Be aware of the need to keep students once they enroll. Understanding their individual needs and learning styles is a large part of this! **This does not mean you must put up with unacceptable behavior!!**
- Plan to use a Learning Contract with each student and set up Progress Report and Conference sessions on a regular basis.
- Instructors are accountable to students for any statements made. Do not promise anything you cannot deliver!!
- Remind students that they are ultimately responsible and accountable for their education.
- Keep accurate attendance daily. Follow up with students if they miss class.

4. *Record Keeping*

- Keep monthly attendance rosters for each class in a neat and organized manner.
- Give monthly hour totals and semester hours to clerical staff at end of each month.
- Keep records of homework and any test results and behavior for evaluations of each student for cognitive and affective areas. Record activities and progress on the student GOAL cards on a regular basis.

Job Description / Part Time Instructor (cont.)

- Become familiar with necessary grant reports and evaluations due and provide quality assessments of students as needed.
- Keep portfolios for individual students in both regular, computer and lab classes. These will be kept in a centralized place in each classroom and moved with the student.
- Assume ongoing responsibility for student registration and client reporting, as they are necessary requirements.

5. *Preparation*

- Have materials needed for class ready beforehand and be on time for classes. At times in the jail it is necessary to wait to begin class, but the instructor should be in the classroom.
- Prepare lessons as needed and plan ahead for copying. Any copies over 10 should be given to the clerical staff with adequate lead time for preparation.
- Return any checked homework papers to students in a timely manner. Record neatly and have records available for evaluations.
- Plan to use supplemental materials available at the jail and coordinate video presentations shown jail-wide with your classes. Develop specific video worksheets as necessary and share them with other instructors.
- Recognize that videos will be shown regularly and review video worksheets and record student participation and level of performance.
- Realize that computer instruction is an integral part of class activities and be open to learning new computer skills. Become knowledgeable about existing and new software and technology as it relates to your students and their needs.

6. *Staff Communication*

- Check mailbox daily, sort and respond promptly.
- Attend weekly three hour staff meetings, as called. Be prepared to share your ideas and materials with other staff members.
- Recognize that you represent BTC and reflect a positive attitude. Bring problem areas and possible solutions to meetings for discussion.
- Let the lead instructor / program manager know of any possible problems, both educational or jail related, as soon as possible.

7. *Testing Procedures*

- Learn which tests are given and why they are given. Follow security procedures as given.
- Interpret and explain test results to each student. Help the student use these results as a tool to knowing what they need to study, both in the computer room and in regular classes.
- Assure that test/retest information is obtained and results are shared with student and retained in student portfolio.
- Utilize test/pre-test information in placement and student referral.

Job Description / Part Time Instructor (cont.)

8. ***Professional Responsibilities***
    - Maintain confidentiality.
    - Assure that proposal objectives are known and achieved.
    - If illness or emergency occurs that necessitates absence, inform lead instructor a far in advance as possible.
    - If necessary to leave classroom, ask another professional to monitor until you return.
    - Assume personal responsibility and knowledge required for maintaining teaching certification.
    - Participate in available staff development opportunities.

11-29-95
recap\ptinstr.des

Blackhawk Technical College
at the Rock County Jail
Job Description / Lead Instructor - Full Time

The **Lead Instructor** is expected to meet all of the requirements outlined in the **Part Time Instructor** Job Description. In addition, the **Lead Instructor** will be bound by the enclosed agreement between the Blackhawk Technical College Board and the Blackhawk Teachers' Federation, Local 2308, AFT-AFL-CIO.

Also, the **Lead Instructor** assigned to the jail will:

- Plan and schedule available courses for inmates and place part time instructors as required to meet the schedule.
- Assure that instructional proposals are written in compliance with required calendar
- Oversee and assist with client reporting, instructional related expenditures and end f year reports.
- Facilitate instructional staff communication.

11-29-95
recap\ftldinst.des

BLACKHAWK TECHNICAL COLLEGE

JANESVILLE WISCONSIN

SERVING ROCK AND GREEN COUNTIES

Notice Of Vacancy

Posting Date: August 7, 1995

POSITION AVAILABLE:
Vocational Specialist: Case Management
(Limited-Term Employment - 2 years)

CLASSIFICATION AND SALARY:
Full-Time $23,964 - $27,000 Pay Grade 4

STARTING DATE: **As Soon As Possible**

APPLICATION DEADLINE: **August 25, 1995 4:00 p.m.**

RESPONSIBILITIES:

he Vocational Specialist will report to the Project Director and work closely with other staff providing services. Communications with Student Services staff at Blackhawk Technical College will be necessary. Duties and responsibilities include:

1. Follow up on past RECAP participants to provide case management and coordination with BTC Counselors for vocational intake/assessment and placement assistance on an ongoing basis.
2. Provide case management to RECAP/Beta participants including job placement and/or vocational training referrals.
3. Track RECAP/Beta participants through training and placement.
4. Assist participants in locating needed resources such as financial aid, transportation and child care.
5. Be responsible for grant reporting, record keeping, and follow-up on implementation of clients' Personal Education Plans.

he duties set forth above are not for the purpose of limiting the assignment of work, nor are they to be construed as a complete list f the many duties to be performed under this job title or those to be performed temporarily outside an employee's normal line of work.

QUALIFICATIONS:

Required:

1. Related work experience and/or educational background.
2. Vocational education background.
3. Knowledge of community resources.
4. Ability to work cooperatively and maintain confidentiality.

Preferred:

1. Intake/referral background.
2. Experience working with disadvantaged adults.

BENEFITS: 1) HEALTH INSURANCE, 2) DENTAL INSURANCE, 3) LIFE INSURANCE, 4) SICK LEAVE, 5) LONG-TERM DISABILITY INSURANCE, 6) RETIREMENT PLAN, 7) PAID VACATION (VARIES WITH POSITION)

PPLICATION PROCEDURES: FORM VE-CE 112 TO BE COMPLETED (CERTIFICATION APPLICATION-SUPPLIED UPON REQUEST); TO APPLY, PLEASE CALL (608) 757-7775 FOR AN OFFICIAL BTC APPLICATION PACKET. IN ORDER TO BE CONSIDERED, YOU MUST SUBMIT BY APPLICATION DEADLINE:

1) BTC APPLICATION FOR EMPLOYMENT,
2) ORIGINAL COLLEGE TRANSCRIPTS,
3) CURRENT RESUME, AND
4) NAMES OF AT LEAST THREE (3) PROFESSIONAL REFERENCES.

PON REASONABLE NOTICE EFFORTS WILL BE MADE TO ACCOMMODATE INDIVIDUALS IN NEED OF SPECIAL ACCOMMODATIONS IN THE APPLICATION, TESTING AND INTERVIEW PROCESS)

SEND ALL
NFORMATION TO:

ADMINISTRATOR, HUMAN RESOURCES
BLACKHAWK TECHNICAL COLLEGE
6004 PRAIRIE ROAD
P.O. BOX 5009
JANESVILLE, WI 53547-5009

EQUAL OPPORTUNITY, ACCESS, AFFIRMATIVE ACTION EMPLOYER AND EDUCATOR

Vocational Specialist

RECAP/Beta Position

Interview Sheet

Applicant Name ______________________

Interviewer Initials __________

Rate applicant as follows:

1. Please describe your experience in working with disadvantaged adults, particularly inmates or former inmates in a vocational training or job placement setting.
   LOW MEDIUM HIGH
   Comments:

2. What steps would you take to insure that a PEP (Personal Employment/Education Plan) was reviewed, developed and utilized? What should be the purpose of the plan and how should the plan be used?
   LOW MEDIUM HIGH
   Comments:

3. Tell what your experiences have been working with clients in a cooperative partnership arrangement. In your opinion, what are the advantages and what are the disadvantages of such partnerships?
   LOW MEDIUM HIGH
   Comments:

4. Explain what life and educational experiences you have had that would help qualify you for this job.
   LOW MEDIUM HIGH
   Comments:

5. Describe what you feel the role of client record keeping plays in programming. Further describe how you feel client records can be used for individual and program improvement.
   LOW MEDIUM HIGH
   Comments:

Vocational Specialist (cont.)

6. You are assigned a geographic area (away from the RECAP office) to make contacts in. How would you go about doing this? When assisting the client what community resources would you use?
   LOW MEDIUM HIGH
   Comments:

7. You have scheduled an appointment with a Beta client to discuss future vocational plans. The client does not show up. What do you do?
   LOW MEDIUM HIGH
   Comments:

8. Why would you want this job? Why should you be the person who is hired?
   LOW MEDIUM HIGH
   Comments:

Question	LOW	MEDIUM	HIGH
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

BLACKHAWK TECHNICAL COLLEGE

JANESVILLE WISCONSIN

SERVING ROCK AND GREEN COUNTIES

Notice Of Vacancy

Posting Date: August 11, 1995

POSITION AVAILABLE:
Job Developer (RECAP - Beta)
(Limited-Term Employment - 2 years)

CLASSIFICATION AND SALARY:
Part-Time 15 hrs/ wk $10 - $12 /hr

STARTING DATE: **As Soon As Possible**

APPLICATION DEADLINE: **September 1, 1995 4:00 p.m.**

RESPONSIBILITIES:

The Job Developer will be responsible for contacts and placement activities that will ensure RECAP/Beta participants (former Jail nmates) job placement. Duties and responsibilities include:

1. Confer with Vocational Specialist and other RECAP/Beta staff to ensure participant's Personal Education Plan is developed and used.
2. Serve as a student advocate.
3. Develop, maintain, and program satisfactory working relationship with employers.
4. Provide ongoing job placement assistant for RECAP/Beta participants.
5. Assist other staff members in job-related activities.
6. Maintain files and prepare reports.

The duties set forth above are not for the purpose of limiting the assignment of work, nor are they to be construed as a complete list of the many duties to be performed under this job title or those to be performed temporarily outside an employee's normal line of work.

QUALIFICATIONS:

Required:

1. Ability to work cooperatively with various agencies.
2. Excellent advocacy skills.
3. Ability to maintain confidentiality.

Preferred:

1. Experience in job development and placement activities in the Rock County community or local employment agencies.
2. Post high school education and training.
3. Knowledge of vocational, correctional, and treatment communities.

BENEFITS: PRORATED BENEFITS AVAILABLE

APPLICATION PROCEDURES: FORM VE-CE 112 TO BE COMPLETED (CERTIFICATION APPLICATION-SUPPLIED UPON REQUEST). TO APPLY, PLEASE CALL (608) 757-7775 FOR AN OFFICIAL BTC APPLICATION PACKET. IN ORDER TO BE CONSIDERED, YOU MUST SUBMIT BY APPLICATION DEADLINE:

1) BTC APPLICATION FOR EMPLOYMENT,
2) **ORIGINAL** COLLEGE TRANSCRIPTS,
3) CURRENT RESUME, AND
4) NAMES OF AT LEAST THREE (3) **PROFESSIONAL** REFERENCES

(UPON REASONABLE NOTICE EFFORTS WILL BE MADE TO ACCOMMODATE INDIVIDUALS IN NEED OF SPECIAL ACCOMMODATIONS IN THE APPLICATION TESTING AND INTERVIEW PROCESS)

SEND ALL INFORMATION TO:

ADMINISTRATOR, HUMAN RESOURCES
BLACKHAWK TECHNICAL COLLEGE
6004 PRAIRIE ROAD
P.O. BOX 5009
JANESVILLE, WI 53547-5009

EQUAL OPPORTUNITY ACCESS AFFIRMATIVE ACTION EMPLOYER AND EDUCATOR

Job Developer

RECAP/Beta Position

Interview Sheet

Applicant Name ______________________

Interviewer Initials __________

Rate applicant as follows:

1. Please describe your experience in working with disadvantaged adults, particularly inmates or former inmates in a vocational training or job placement setting.
   LOW MEDIUM HIGH
   Comments:

2. How would you help to develop and use a PEP (Personal Employment/Education Plan) for each participant? What would be the purpose of the plan?
   LOW MEDIUM HIGH
   Comments:

3. Tell what your experiences have been working with clients in a cooperative partnership arrangement. In your opinion, what are the advantages and what are the disadvantages of such partnerships?
   LOW MEDIUM HIGH
   Comments:

4. Explain what life and educational experiences you have had that would help qualify you for this job.
   LOW MEDIUM HIGH
   Comments:

5. Describe what you feel the role of client record keeping plays in programming. Further describe how you feel client records can be used for individual and program improvement.
   LOW MEDIUM HIGH
   Comments:

Job Developer (cont.)

6. You are assigned a geographic area to develop jobs for former inmates in. Tell us exactly how you would go about job development.

   LOW MEDIUM HIGH

   Comments:

7. You learn that a client does not show up for work on a job that you helped him get. What will you do?

   LOW MEDIUM HIGH

   Comments:

8. Why would you want this job? Why should you be the person who is hired?

   LOW MEDIUM HIGH

   Comments:

Question	LOW	MEDIUM	HIGH
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Job Developer

RECAP/Beta Position

Interview Sheet

Applicant Name ______________________________

Questions for Written Response:

1. Mario participated in Food Service, Construction, and Custodial Training while in the RECAP program at the jail. He is now in the Janesville Community and had told you that he is certain he does not want to go to school right now but wants a job immediately. How do you go about helping him to get a job that best fits him?

2. You walk into Burger King to pick up a quick lunch and overhear another staff member talking about the RECAP program. You then hear a client's name mentioned. Describe exactly that you would do, and why.

3. RECAP is built on partnerships and comprehensive programming. Describe why the comprehensive programming concept is important to rehabilitation. What strengths would you bring to the partnership?

Program Accountability Reporting Forms

RECAP

Rock County Education and
Criminal Addictions Program:
A Cooperative Model of Quality

In-Kind Contribution Checklist

Name	Week Ending
Title / Position	Organization

Hours / Dollar Value Contributed

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Weekly Total
Hours								
$								

Labor In-Kind Contribution (Dollar value)

Academic Instruction
Academic Support
Academic Tutoring
Academic Mentoring

Pre-entry Assessment
Post-Incarceration Support
Administrative
Cross-Training (RCSD/BTC/RVCP)

Vocational Instruction
Vocational Support
Vocational Tutoring
Vocational Mentoring

Maintenance Support
Staff Training
Clerical Support
Other:

Material In-Kind Contribution (Dollar value)

Vocational Supplies
Academic Supplies

Office Space
Classroom Space

Heat and Light
Telephone

Maintenance Supplies
Office Supplies

Staff Training Space

Transportation
Other:

Located at the Rock County Jail, 200 Highway 14 East, Janesville, WI 53545. 608-757-7991

Blackhawk Technical College has received a grant from the Department of Education, Cooperative Demonstration Program Correctional Education for a total of $252,695, of which $167,049 or 66% is Federal funds and the remaining $85,646 or 34% is funded by in-kind contributions by Blackhawk Technical College, Rock County Sheriff's Department and Rock Valley Correctional Programs, Inc.

PLANNING GUIDE / WORKSHEET

Proposed Project: ____________________________________

Desired Date of Implementation: ______________

Cooperating Partnerships.

Partnerships: Define and list.

- ☐ Library
- ☐ Church
- ☐ Governmental Unit
- ☐ Private Sector Donation
- ☐ Community Agencies
- ☐ Public Housing
- ☐ Correctional Facility
- ☐ Private Non-profit

Define role, both as to in-kind and requested funding resource. Include function each will play.

Include directions on general philosophy of partnerships, responsibilities of, and necessity for.

Facility.

Provide documentation for center / facility.

Center: Provided by:

☐ Church
☐ County
☐ Educational Institution
☐ Library
☐ Private Sector Donation
☐ Other
☐ Public Building
☐ City
☐ Correctional Facility
☐ Community Agency
☐ Shared Resource

Facility Cost:
________ value per month X ________ months = ____________ in-kind value.

Maintenance Cost:
________ value per month X ________ months = ____________ in-kind value.
*________ stipend from grant to cover (lights, heat, telephone, cleaning).
________ cost per month X ________ months.

Other Upkeep:
________ for ____________ in-kind.
*________ for __________________.

Educational Resources.

Shared Resources:
Educational Materials / Equipment / Supplies

List:
☐ Libraries / Hi Low - Reading Level
  A.V's
  Job Seeking Materials
  Computers
☐ PIC - purchased hardware / software at Cooperating Partner sites
☐ Software
☐ Workbooks

Resources Provided By: (Define and quantify)

☐ Educational Institutions
☐ PIC's
☐ Governmental Agencies
☐ Library
☐ Community Agencies
☐ Other

Other Funding Sources:
List:
☐ ______________________
☐ ______________________
☐ ______________________
☐ ______________________

cooppart.wpd
3-5-96 Rev. 2

RECAP
RECAP/BETA

EVALUATION AND WORK EXPERIENCE RECORD

Name ____________________

RECAP Entry Date ________
RECAP Exit Date ________
BETA Entry Date ________
BETA Exit Date ________

RECAP (in jail)

Date	Score

WORK EXPERIENCES

Date	Work Description	Completed

COMMUNITY SERVICE EXPERIENCES

Date	Work Description	Completed

workexp.wpd
11-15-95

Educational Placement

Date	Placement Description	Outcome	Completed	Staff Init.

Employment Placement

Date	Placement Description	Outcome	Completed	Staff Init.

Community and Other

Date	Placement Description	Outcome	Completed	Staff Init.

RECAP/BETA

Contacts

Date	Participant	Phone	Letter	Response	Information	Staff Init.

Other Miscellaneous

Community Service

Community Service provided to non-profit organizations by the RECAP client as part of his/her rehabilitative program proved to be a powerful tool for change. The participant learned to give something back to society. The RECAP staff learned, through written thinking reports and counseling sessions, that personal growth and change was occurring. Efforts were made to expand community service opportunities, which also resulted in an increased public awareness of the RECAP program. In court ordered community service, some participants receive "good time" or 1 day off of their sentence for 24 hours of work.

The Treatment Manager views community service as a work assignment in which all behaviors are confronted, but also an opportunity to network with potential employees and to develop job skills. The Education Manager feels that, upon entry, participants feel no need to give anything to anyone, but they learn the "fun" of giving and being a representative of RECAP. The Construction Supervisor believes they learn to work together as a team and that the work itself is a positive force mentally and physically and individually rewarding.

The coordinating of Community Service with requests from non-profits is a large task, as the requests seldom come in orderly fashion. Nevertheless, community service as an enhanced part of RECAP is highly recommended by RECAP staff.

RECAP/Beta

GOAL CARD

Entry Date

Name	Social Security No.
Street Address	City State Zip
Phone Date of Birth	☐ Amer.Indian ☐ Asian ☐ Black ☐ Hispanic ☐ White

Alternate Phones (List minimum of two)

Alternate Addresses / Contacts

Released ____________________
Probation Officer ____________________
☐ Beloit ☐ Janesville
Phone ____________________
Beta / Case Manager ____________________

Status in RECAP Program (circle one)
Graduate More than 3 mos. Less than 3 mos.

TABE Testing **(if other, specify)**	Category	Entry Date:	Re-Test Date:
	Type of Test		
Reading	Vocabulary		
	Comprehension		
	Total		
Math	Computation		
	Concepts		
	Total		
Writing	Mechanics		
	Expression		
	Total		
	Total Battery		
	Spelling		

GED Tests	Official		Retake	
Category	Score	Date	Score	Date
1 Writing				
2 Social St				
3 Science				
4 Reading				
5 Math				
Health				
Civics				

☐ Working on 509 ☐ Completed 509: __________
☐ Completed GED: __________
☐ Completed HSED: __________

Participant Goals

Employment

Where
Job title
Salary
Hours per Week
Seeking
Type of Work
Skills
Comments:

AODA

Group: ☐ Yes ☐ No
Schedule: ____________________
☐ Janesville ☐ Beloit (Check)
Counseling: ☐ Yes ☐ No
Comments:

Basic Skills

☐ Central ☐ Beloit
☐ Other:
Placement Comments:

Vocational Training

Short Term ________ Voc. 1 year ____________
AD ____________ Other: ____________
In what area?

CONTACTS (Each staff person working with student should record details of interaction)

Date	Staff	Comments

*Note: Please be sure to indicate community referrals and family assistance, as well as vocational, AODA and for job placement information.

For Information or Questions Contact:

RECAP/Beta **(Rock County Education and Criminal Addictions Program / Beta)**
Blackhawk Technical College
North Rock County Center
1740 Highway 14 West
Janesville, WI 53545-9684

Phone: 608-756-4464
Fax: 608-756-9958

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